DOCUMENT RESUME

ED 388 630 SP 036 275

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TITLE Interpersonal Skills and Goal Setting through Co-operative Learning in Physical Education.
PUB DATE May 95
NOTE 88p.; Master of Arts Action Research Project, Saint Xavier University of Illinois and IRI/Skylight.
PUB TYPE Dissertations/Theses - Undetermined (040) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Behavior Change; *Behavior Problems; Classroom Techniques; *Cooperative Learning; Decision Making; Discipline; *Goal Orientation; Grade 8; Group Activities; *Interpersonal Competence; Junior High Schools; Junior High School Students; *Physical Education; Portfolios (Background Materials); Prereferral Intervention; Student Attitudes; Student Behavior; Student Educational Objectives

ABSTRACT

This report describes a program which utilized cooperative learning activities to help eighth grade students in physical education classes at one urban Illinois school develop their interpersonal skills and reduce the frequency of inappropriate behavioral choices. The problem of inappropriate behavioral choices in the physical education classroom was documented by the number of student disciplinary referrals, the school climate surveys from students, and teacher observations. Analysis of probable cause data indicated that students demonstrated a lack of decision-making skills resulting in a lack of class preparation, tardiness, and disruptive behavior. Solutions strategies suggested by the literature, combined with an analysis of the problem setting, resulted in two major categories of intervention: a series of co-operative learning activities to address interpersonal skill development, and creation of physical education portfolios to increase student goal setting and decision making skills. The data indicated that the intervention was partially successful. Targeted students advanced their interpersonal skill development as evidenced in the reduction of the frequency of inappropriate behavioral choices in dressing, tardiness and disruptive behavior. Appendices include the student surveys; descriptions of interpersonal skills exercises; and cooperative lesson plans. (Contains 31 references.) (Author/ND)

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ED 388 630

INTERPERSONAL SKILLS AND GOAL SETTING THROUGH CO-OPERATIVE LEARNING IN PHYSICAL EDUCATION

by

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Submitted in partial fulfillment of the requirements of the degree of Master's of Arts in Teaching and Leadership

Saint Xavier University & IRI/Skylight
Field-Based Master's Program

Action Research Project
Site: Rockford, IL
Submitted: May, 1995

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Abstract

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Date: September 19, 1994
Title: Interpersonal skills and goal setting through co-operative learning in physical education.

Abstract:

This report describes a program for advancing interpersonal skill development in order to reduce the frequency of inappropriate behavioral choices as related to physical education. The targeted population consists of eighth grade physical education students from a growing, middle class urban community in north-central Illinois. The problem of inappropriate behavioral choices in the physical education classroom was documented by the number of student disciplinary referrals, the school climate surveys from students, and teacher observations.

Analysis of probable cause data indicated that students demonstrated a lack of decision-making skills resulting in a lack of class preparation, tardiness, and disruptive behavior.

Solution strategies suggested by the literature, combined with an analysis of the problem setting resulted in two major categories of intervention; a series of co-operative learning activities to address interpersonal skill development, and creation of physical education portfolios to increase student goal setting and decision making skills.

The data indicate that the intervention was partially successful. Targeted students advanced their interpersonal skill development as evidenced in the reduction of the frequency of inappropriate behavioral choices in dressing, tardiness and disruptive behavior.

Chapter 1

STATEMENT OF PROBLEM AND DESCRIPTION OF CONTEXT

General Statement of Problem

The 8th grade physical education students at the targeted middle school exhibit poor decision-making skills resulting in inappropriate behavioral choices as evidenced by student disciplinary referrals, parental contacts, and teacher observations.

Immediate Context of Problem

The targeted middle school is located in the southeast quadrant of the city of Rockford, Illinois. The school, which was constructed in 1954, is a two-story, brick building consisting of the following instructional facilities: 28 core curriculum classrooms, an exploratory/elective wing composed of 14 classrooms, 5 special education classrooms, a 16-station computer room, an auditorium, a theater, and a physical education wing. The physical education facilities include a 25 yard swimming pool, a large gymnasium that can be divided into two separate teaching stations, a small upper gymnasium, and an industrial arts room located in the exploratory/elective wing of the building. This room is used for gymnastics, aerobics, or archery. The outdoor facilities include two football fields and an area which accommodates two softball diamonds.

The school administrative staff consists of one principal and one assistant principal. The certified support staff includes three guidance counselors, an at-risk counselor, a math curriculum developer, an English curriculum developer, a full time school nurse, a part-time social worker, a part-time psychologist, a speech pathologist, and a librarian. Non-

certified support staff include three clerical employees, 12 food service personnel, one building engineer, four sanitation engineers, and nine para-professionals.

There are 64 certified teachers at the targeted middle school. Of the 64, seven are special education teachers. The average number of years of teaching experience per staff member is 18 years. Over 75 percent of these teachers have obtained or are obtaining their Masters Degree. The racial/ethnic distribution within the staff is four percent African-American and 96 percent Caucasian. The staff of the physical education department consists of three full-time male teachers and three full-time female teachers. An additional 2/5's time female teacher completes the staff. Each full-time staff member teaches five out of seven class periods per day. There are five faculty members who have been designated as department heads. They teach four class periods per day and utilize the fifth period to perform their department head functions. The physical education department head teaches in the physical education department.

The student population of this middle school is comprised of 996 seventh and eighth grade students. This number includes twenty-two students, who attend self-contained behavior disorder classes; 24 students, who attend self-contained learning disabled classes; and 950 students, who participate in eight heterogeneous core teams, as recommended by the Rockford School District Middle School Committee.

The racial-ethnic distribution of the students attending this middle school is as follows: 71.2 percent are Caucasian, 19.4 percent are Black, 8.0 percent are Hispanic, 1.1 percent are Asian-Pacific Islanders, and less than 0.3 percent are Native-Americans. Approximately two-thirds of the students come from a middle-class socio-economic background. The remaining 28.2 percent of the students come from lower-income socio-

economic backgrounds as determined by the following criteria: their family receives public aid; the student is living in an institution for neglected or delinquent children; the student is being supported in a foster home with public funds; or the student is eligible to receive free or reduced-price lunches.

The majority of the students are English proficient. However, one percent of the student body has been identified as having limited English proficiency and qualifies for bilingual education.

The building attendance rate of 89.9 percent (i.e., the percentage of students attending school on a daily basis) is lower than both the district attendance rate (92.5 percent) and the state attendance rate (93.4 percent). Approximately 15 percent of the student population was chronically truant during the 1992-93 school year. Chronically truant students are defined as those who are absent from school, without a valid reason, for ten percent or more of the last 180 school days.

Approximately 99 percent of the targeted middle school students are transported to school on district buses. The student mobility rate at this middle school is 19.1 percent. The rate is indicative of the number of times students enroll or withdraw during the school term. Students may be counted more than once.

Students begin their first class at 7:30 A.M. and are dismissed at 2:00 P.M. The time devoted to teaching core subjects within the district averages 45 minutes of instruction per subject per day. Physical education classes are the exception to this average. Students are allowed five minutes at the beginning of the period to dress for physical education class and ten minutes at the end of the period to shower and dress for

their next class. This gives the student a total of 30 minutes of instruction and participation time per day in physical education classes.

All students are allowed five minutes of passing time between classes. Physical education students frequently have their previous class in the exploratory/elective wing of the building. The exploratory/elective wing is located in the far southwest corner of the building, while the physical education wing is located in the northwest corner of the building. The students must travel from their classroom to the physical education locker rooms within the five minute passing time.

Both the boys' and girls' locker rooms are located in the northwest corner of the building on the first floor. The girls' locker room contains approximately 742 short lockers and 106 long lockers. There are four exits from this locker room; one exit leads to the pool; one exit leads into the hallway of the boys' locker room; one leads into the gymnasium; one leads into the hall. The boys' locker room is located in the farthest corner of the building. The boys' locker room contains 742 short lockers. There are four exits from this locker room; one exit leads to the hallway to the gymnasium; one exit leads to the pool; one exit leads to the parking lot; one exit leads to the back outdoor fields. Both the men's and women's physical education offices are located next to their respective locker rooms.

The average class size within the district is 18.1 students. Physical education classes within this middle school range in size from 25 to 33 students. Four to six physical education classes are in session during any of the seven daily class periods. Both the pool facility and the gymnasium may accommodate three instructors and over 90 students during certain class hours.

Physical education classes are co-educational. However, some activities such as wrestling and gymnastics have been taught as single gender activities. This is possible through teacher flexibility and department scheduling. The goal of the physical education program at this middle school is to promote physical, social, motivational and intellectual growth of all students, especially in the area of decision-making skills. The program encompasses a variety of activities: soccer, field hockey, flag football, swimming, basketball, volleyball, badminton, wrestling, archery, gymnastics, aerobics, ping pong, softball, and track and field.

The targeted middle school has undergone several dramatic changes during the last three years. Several of these changes occurred because of a 1989 desegregation lawsuit brought against Rockford School District 205, through a concerned citizens group entitled, "People Who Care." The Rockford School District adjusted school boundary lines in order to comply with the court order's provision that no school would be racially identifiable. This boundary adjustment changed the school population significantly. Neighborhood children were bused to a different middle school, while a large number of minority students were bused from their southwest-side neighborhood to schools that were once racially identifiable. The new racial and ethnic diversity of the targeted middle school brought many challenges to administrators, teachers, and students, especially in the area of decision-making skills and school climate.

The lawsuit also forced many cut-backs in staff and programming. The physical education department, at the targeted middle school, was greatly affected when their swimming pool was closed in 1990 due to lack of district funding. This closure resulted in the loss of two physical education teaching stations. The pool was re-opened in 1993

through the efforts of the Rockford Sports Coalition, a group of concerned parents, community leaders, and business persons, who wanted to see the return of sports at the middle school level, as well as all pools open for student use.

This middle school moved toward a "teaming" approach over the last three years. This approach was suggested by the Middle School Concept Committee. One experimental team was initially implemented. At this time, the entire school is "teamed." Through this approach, five academic teachers work with the same 150 students. This allows the team teachers to network and monitor student progress effectively. Physical education is included in the "core" team. The targeted middle school is termed a "Lead Middle School" in the state of Illinois.

The administration and staff at the targeted middle school, are actively involved in the attempt to improve student growth. A variety of support groups and after-school programs, such as intramural and interscholastic sports, are offered to all students. It is apparent, however, that the quality of decision-making skills by eighth grade physical education students is negatively affected by many factors.

The Surrounding Community

The targeted middle school is part of Rockford School District 205. The city of Rockford is an urban community that is located along the Rock River in north-central Illinois. Rockford is the third largest city in Illinois and covers a 50 square mile area. The metropolitan area of the city encompasses 803 square miles and includes the counties of Winnebago and Boone.

Rockford's population of 140,003 has increased by two-tenths of a percent over the past decade. The metropolitan population of 284,010 has shown a substantially larger increase of over 1.6 percent within the same period of time. This growth may be attributed to the new family dwellings being built along the city's outskirts, as well as those who have taken residency near the I-90 Northwest Tollway and commute to their work places in the city of Chicago. Chicago is located 75 miles southeast of Rockford.

Rockford is currently a manufacturing community. Employment concentrations are highest in the machining, metal working, and transportation equipment industries. The Rockford area economy has approximately 948 manufacturing establishments including Amerock Corporation, Ingersoll Milling Machine, Sundstrand Corporation, Woodward Governor Company, Camcar Textron, and Chrysler Corporation. According to the 1993 report from the Illinois Department of Employment Security, the area job distribution is as follows: manufacturing, 30 percent; retail, 17 percent; government, 10 percent; wholesale trades, 5 percent; other, 12 percent.

A comparison of 1992 and 1993 statistics show that manufacturing industries employed three percent less of the population and service industries, two percent more than the population in 1993. These data also reflect the socio-economic status of the area. The per capita buying income of Rockford was $14,468 in 1992 , but it decreased to $14,109 in 1993, an indication of the shift in employment distribution from manufacturing jobs to lower paying service jobs. In 1990, there were 107,677 households in Rockford, and in February 1994 Rockford ranked sixth in the country in housing affordability (Rockford Register Star, 1994). The median family income was $42,600, an increase of

over $14,000 in less than four years. In 1990, there were 107,677 households in Rockford.

Rockford is host to a wide array of community resources including 13 major shopping centers, four hospitals, 165 parks, 241 churches/synagogues, and 12 financial institutions. The city has 45 public school facilities, as well as a variety of early/continuing education programs. Private or parochial education is also available to Rockford families at 26 elementary and 10 senior high facilities. Rockford College, Rockford Business College, St. Anthony's College of Nursing, and Rock Valley Junior College give community members an opportunity to pursue an advanced education. Four branches of the University of Illinois are also located within the city limits and offer additional opportunities to the community.

In 1989, a group called, "People Who Care" filed a lawsuit against the Rockford School District 205 claiming that the district had discriminated against minorities for decades. The lawsuit was provoked by the district's plan to save $7 million by closing eleven schools. Eight of the closures involved schools that had predominantly minority student populations (Rockford Register Star, 1992). The concerned citizen group cited major deficiencies in many aspects of the public school system, including the lack of minorities in gifted programs, administration and the teaching force. They also cited that minority test scores were low; 1000 minority pupils were force-bused from west side schools to schools outside of their neighborhoods; and equipment was severely lacking in those buildings which housed predominantly minority students.

On April 23, 1991, a 100-page Second Interim Order was signed by all concerned parties of the lawsuit. At this time, several community/state provisions were handed down

to the Rockford Board of Education for implementation. When the lawsuit case became a class action, it affected nearly every teacher and student in the district. One of the key findings was that the issues of school climate, i.e. safety and discipline have not been adequately addressed.

The lawsuit was a catalyst for community involvement in Rockford's educational dilemma. In July, 1992, a group of eight prominent Rockford businessmen and leaders met to discuss the school district's situation (Rockford Register Star, 1992). They recruited a task force of 380 people to study Rockford's educationally related problems and possible solutions. A final report was presented to the school board on January 24, 1994. One recommendation from the task force was to foster lifelong learning opportunities for all students, family members, and citizens. There was a recommendation to efficiently deliver to all students a personalized education that maximizes their talents, interests and abilities, including all core curriculum subjects, in a safe and orderly environment. A second recommendation was that the council would identify core ethics such as trust, respect, honesty, tolerance and teamwork to be the basis of the student discipline code (Rockford Register Star, 1994).

On Friday, February 19, 1994 U.S. Judge Stanley J. Roszkowski, following a finding of guilt by U.S. Magistrate Judge P. Michael Mahoney, issued a verdict that there was over whelming evidence that Rockford School District 205 was guilty of intentional discrimination against Black and Hispanic students during three decades. This ruling fixed blame for the case. This case also placed Rockford in the national spotlight, since it was the first case of its kind to move desegregation issues beyond busing and into the interior

of the classroom. The law suit has shown that poor decision-making skills can have catastrophic consequences at any level; administrative, faculty or students.

Regional and National Context of Problem

According to Bergmann (1987), the decision-making skills of middle school students are frequently inadequate or missing from their pool of knowledge. Bergman also states that this knowledge is needed in order for adolescents to make choices involving their independence, friendships, peer relations, sexuality , and school. Goodlad (1984) found, based on national research in over 1,000 elementary and secondary school classrooms, that students in schools seldom engage in setting goals and making decisions about their own learning. Less than one percent of all classroom dialogue involves "reasoning" or forming opinions. He also states that some students are used to the kinds of routine that reserve decision-making for teachers only. Some students spend very little time making judgments and being asked to defend choices with evidence. This gap in knowledge often forces adolescents to turn to their friends for advice, pool their experiential ignorance and make inappropriate behavioral choices.

As young adolescents strive for autonomy, as they struggle with learning the skill of regulating their own behavior and making responsible choices, their need for close, caring adult supervision and guidance is paramount (MacIver, 1990). Dryfoos (1991), an expert on adolescence and problem behaviors, estimates that as many as one-half of ten to seventeen year olds can be classified as moderate to very high risk because of their level of involvement in delinquent behavior, substance abuse, early sexual abuse, or problems in school. Those most at risk have problems in more than one of these areas.

The biggest influences of all, home and surrounding community, are changing dramatically in ways that leave some children with less support than before. In 1955, 60 percent of households consisted of a working father, a homemaker mother, and two or more school-age children. That family now represents less than ten percent of households (Hodgekinson, 1985). In the homes of dual-career families or single parent working fathers and mothers, communication can be a casualty. Almost twenty percent of sixth to twelfth graders in one poll said that they had not had a ten-minute conversation with a parent within the last month (Children's Defense Fund, 1991). Bergman (1987), states that good decision-making skills are developed in students by, at the very least, one caring, competent teacher or significant other who allows for interaction in a safe environment. Competent and effective teachers, according to Glasser (1990), are those who are able to convince or motivate not one-half or three-quarters, but essentially all of their students to do high-quality work in school.

Glasser, also states that motivation is an intrinsic element in the process of decision-making. He states that, "The control theory states that all living creatures are always motivated by the basic needs of their species" (p 112). The contention of the control theory is that all human beings are born with five basic needs: survival, love, power, fun, and freedom. Human beings attempt to live in a way that best satisfies these needs. Control theory is a descriptive term because human beings, adolescents included, try to control their behavior so that they choose to do first, the most need-satisfying thing they can do (Glasser, 1990). In a national study by Goodlad in 1984, teachers, parents and students of middle schools were asked to rate the seriousness of a list of problems for their own schools. Student misbehavior, i.e. decision-making skills, is high on the list for

all groups and levels and at the same time teachers' lack of discipline is consistently less a concern.

Glasser (1990) states that it is very difficult for adolescents to satisfy their need for power or their need to feel important. He states, "For almost all students- even for the very good ones, who are usually selected as the group for me to interview- feeling important (powerful) in school is an alien experience. However, what most of them tell me is that they feel important in their extracurricular activities. Sports, music and drama are most frequently mentioned" (p 112). It seems feasible to assume, after a review of this information, that physical education might be an area in the middle school curriculum which would easily lend itself to the improvement of adolescent decision-making skills.

Research shows that daily participation in a physical activity can play an important role in reducing an adolescent's level of stress, anxiety, depression, and tension. Adolescents must learn to use decision-making skills in physical education in order to make choices regarding their health and their ability to socialize with peers. Decisions made in physical education may last for a lifetime. DeMarco (1990), states that adolescents choose to exercise for two main reasons. These reasons are to have fun and to socialize with friends. Research suggests that continued involvement in physical education activity depends upon the ability of the adolescent to feel competent and in control. DeMarco also states that seventh to ninth grade students show a decrease in the belief that exercise is fun and take on adults' reasons for fitness participation, i.e. health and well-being. Research indicates that eighth grade is the pivotal point in the choice of adolescents to participate or not to participate in physical activity (1990).

During middle school years, adolescents need teachers who are positive and encouraging rather than critical of their decision-making efforts. This period of time in an adolescent's life is one where both positive and negative behaviors are frequently exhibited. The behaviors are an attempt, by the adolescent, to become more responsible and adult-like (Lewis, 1992). Clabby (1986), states that it is critical for adolescents to know how to make their own decisions. Decision making is closely related to problem solving; in fact , the distinction between the two is sometimes hard to discern. Halpern (1984), states that a decision always involves two or more competing alternatives that may or may not be obvious to the decision maker. The decision maker has to choose or invent an alternative that is best and relative to some criteria, a process that involves a decision. Clabby (1984) states that adolescents may develop low self-esteem and feelings of helplessness if unable to deal, on a daily basis, with difficulties such as teasing or bullying by peers. When adolescents exhibit adequate decision-making skills in problem-solving situations, they develop the capacity to think independently. Irvin (1992), states that young people must be valued and empowered, and that their voices are the key to their future and ours (1992).

Chapter 2

PROBLEM EVIDENCE AND PROBABLE CAUSE

Problem Evidence

In order to understand the extent of the inappropriate behaviors exhibited by eighth grade physical education students, disciplinary referrals issued to students over a nine month period, and teacher observations collected over a five month period were noted and documented.

Table 1
The number of disciplinary referrals received by eighth grade physical education students
September 1993-June 1994

Category of referral	Number of Incidents	Percent of Students
Disruptive behavior	78	44
Truancy	29	16
Fighting	14	8
Insubordination	12	7
Tardy	8	5
Vandalism	7	4
Physical assault/student	7	4
Verbal abuse/student	6	3
Verbal abuse/staff	5	3
Smoking	3	2
Gambling	2	1
Other	2	1
Theft	1	0
Threatening another student	1	0
Gang insignia	1	0

The data in Table 1 represent a summary of the total number of referrals received by eighth grade physical education students from September 1993 to June 1994. One hundred nine students were referred from a total of 450 students. This number indicates that over 24 percent of the total number of eighth grade physical education students

received referrals in some area. There were 176 referrals in fifteen categories. It should also be noted that out of the 176 referrals, two students were referred nine times each and five students were referred four to five times each.

Disruptive behavior is defined, in the Rockford Middle School Discipline Guidelines, as any behavior that interferes with the educational process. Disruptive behavior in physical education is exemplified when a student shows disrespect to a teacher either verbally or physically, or shows disrespect to a fellow student either verbally or physically, or exhibits immature behavior toward another student during class time. Disruptive behavior accounted for 44 percent of the total number of referrals. This percentage indicates that almost one half of the referrals were given to students who exhibited a lack of control in their peer relationships.

Truancy is defined as a student's absence from physical education class or school without good cause. Students in physical education are also considered truant if they are in the wrong activity area during their physical education class time. Truancy was the second largest category of referrals in physical education. Sixteen percent of the referrals comprised this category. This figure indicates a definite lack of decision-making skills in many eighth grade students.

Fighting, which is defined as a student who engages in physical contact to inflict pain on other students, was the third largest category comprising eight percent of the total number of referrals.

Insubordination is defined as a student's refusal to obey a school rule, regulation or the request of a school employee. Insubordination occurs in physical education when a student refuses to dress or participate in class, follow directions, or fails to comply with a

request from a teacher. Insubordination was a category which contained seven percent of the total number of referrals.

The data indicate that disruptive behavior, truancy, fighting, insubordination, and tardiness are of significant concern in regard to inappropriate behaviors exhibited by physical education students. Eighty percent of the total number of referrals occurred within these categories. This percentage of referrals includes approximately 20 percent of the 450 physical education students. Sixty-three percent of the referrals made by female teachers were given to boys and 37 percent were given to girls. Ninety percent of the referrals by male teachers were given to boys and ten percent were given to girls.

A second source of data reflecting the problem of inappropriate student behavior during physical education class was reflected in teacher observations.

Table 2

Number of Eighth Grade Students Who Failed to dress for Activity Over an 18 Week Period of Time (six three week units). September 1993 - January 1994

	Unit I			Unit II			Unit III	
Zeros	Boys	Girls	Zeros	Boys	Girls	Zeros	Boys	Girls
0	96	109	0	91	110	0	98	117
1	33	21	1	36	22	1	22	14
2	18	9	2	13	5	2	10	5
3	8	1	3	6	3	3	7	3
over 4	1	0	over 8	3	0	4	3	2
						over 6	6	0

	Unit IV			Unit V			Unit VI	
Zeros	Boys	Girls	Zeros	Boys	Girls	Zeros	Boys	Girls
0	94	106	0	94	111	0	98	104
1	28	19	1	29	14	1	21	26
2	14	6	2	17	7	2	12	1
4	4	0	4	3	0	4	3	0
over 4	8	2	over 4	5	0	over 4	3	0

Table 2 indicates the number of days that a student did not dress for physical education class during the first semester, September 1993 to January 1994. The results were evaluated in units that were three weeks long. Zeros are defined as not wearing physical education shorts and shirts. If one of these articles of clothing was worn the student was considered partially dressed and, therefore, not penalized with a zero. Approximately 300 students were documented for these tabulations. The total number of students vary per unit for the following reasons: students were excused from physical education class for medical reasons; new students entered physical education class; or students were absent for most of the unit.. Grade book data was recorded and evaluated from eighth grade female physical education teachers only.

During a nine-week grading period, it is important to note that all students participate in the same physical education units. These units may occur in a different rotation. Units involved included physical fitness, soccer, flag football (passball), basketball, co-educational swimming and non co-educational swimming.

The percent of girls dressing every day or missing only one day ranges between 92 and 94 percent in a unit, with an average of 93 percent. Approximately seven percent of the girls chose not to dress two or more times per unit. The percent of boys dressing every day or missing only one day ranges from 79 percent to 85 percent. Approximately 15 percent to 20 percent of all boys chose not to dress two or more times per unit. Six percent of all girls chose not to dress two or three times per unit, while 14 percent of the boys chose not to dress two or three times per unit. Four percent of the boys and 0.3 percent of the girls did not dress more than three times per unit. Averages show that over 13 percent of physical education students did not dress at least once per unit. Over ten

percent chose not to dress two or three times per unit. The above data indicate that almost one fifth of physical education students experience difficulty in exhibiting the appropriate behavioral choice, where dressing for physical education class is concerned. It must also be noted that these choices affect not only the student not dressing, but also the rest of the class. For example, the non-participant's grade may be decreased and other students may be disturbed or distracted by their non-involved peers.

Probable Cause

A review of the literature suggests several underlying causes for the inappropriate behavior exhibited by students within the middle school physical education setting. According to Teeter (1992), the changing and broadening functions of public education have hindered, rather than facilitated, individual's abilities to achieve a sense of self-control and make educated choices about all aspects of their lives. From a historical point of view, the original function of the public school system was to provide a mixed cultural society with common bonds that were strong enough to maintain a democracy. The school's original role was minimal. The greatest part of a student's basic education was obtained from the family and community through intellectual, social, and spiritual experiences (Schubert, 1986 as cited by Teeters, 1992). As populations shifted from rural to urban locations, the community's influence in the educational process gradually declined. The development of schooling based upon this industrialization changed education from a process-orientation to a product-orientation. This product-orientated education, which can be seen as outcome or competency-based education, takes learning and education out of the control of the students (Teeters, 1992). Individuals must

conform to predetermined standards and teachers must produce the desired results. Although the targeted middle school has embarked upon the implementation of the Middle School Concept since 1990, many aspects of the physical education program are still under the control of this product-oriented educational philosophy. For example, the emphasis on the Presidential Fitness Testing stresses product rather than process. In other words, students are forced into a pass-fail situation where there is no middle ground. The struggle for the student's self-validation within this type of program manifests itself in ways such as the formation of gangs, the use of drugs, and the display of behaviors designed to "beat the system" (Teeters, 1992).

The literature also suggests that there is a correlation between family structure and a student's disruptive behavior (Steinberg, 1987). It was found that youths who live with two natural parents are less likely to be disruptive than those who live with single parents or in a situation where stepparents are part of the family. These findings suggest that a student's inappropriate behavior in school may be related to his or her family situation. Adolescents may learn negative behaviors from parents, through modeling processes. Adolescent anger, which sometimes manifests itself in the exhibition of inappropriate behavior, might be the result of unmet emotional needs caused by a non-nurturing home environment (Brantlinger, 1991). A survey of eighth grade physical education students, from two teams at the targeted middle school, was conducted on September 26, 1994. The survey was conducted in order to determine the family situation of these students.

Table 3

Parental Family Structure of Responding Students
September 26,1994

	Percent of Responses	Number of Responses
Mother and Father	59%	123
Mother Only	18%	38
Father Only	4%	8
Mother and Stepfather	8%	16
Father and Stepmother	3%	6
Grandparents	3%	7
1/2 Mother, 1/2 Father	2%	4
Adopted Parents	1%	2
Mother and Boyfriend	1%	1
Aunt	1%	2

Two hundred and seven students responded to this survey. Survey responses indicated that 49 percent of these physical education students live with a single parent or with a stepparent. University of Chicago sociologist James Coleman has advanced the theory that today's adolescents are affected by the gradual loss of "social capital"-the norms, values, and human resources that parents and adults in the community must make available to students for their educational and social development (O'Neil, 1991). The advent of single parent families is a factor in this social capital erosion (Coleman, 1987). Coleman states that in a growing number of families:

> ...the adult members are well educated and individually capable, but for reasons-divorce, involvement with other adults in relations that do not cross generations (as is typical in most work settings), exclusive attention to self-development-the resources of the adults are not available to aid the psychological health and the social and educational development of youth. (p.27)

The literature suggests that a third cause of inappropriate behavior in adolescents may be related to the student's perception of the classroom environment (Walberg, 1976 as cited by Fouts and Myers, 1992). Additional literature suggests that school climate is related to the amount and extent of inappropriate behavior in schools, and that school adversity produces behavior deviance (Rutter, 1983 as cited by Brantlinger).

A review of literature indicates that adolescents from every socio-economic background make decisions that critically alter their daily lives (O'Neil,1991). Adolescents often assert their independence by choosing options which are in direct conflict with their parents' or teachers' views (Comer, 1991). Additional literature also implies that the reason that middle school physical education students do not behave as expected, is not because they do not want to, but rather because they have not been taught how (Deline, 1991; Hellison, 1987 as cited by Tomme & Went, 1993).

On August 25, 1994, approximately 270 eighth grade students from two of the targeted middle school teams were surveyed regarding their perception of the behavior that they exhibited in the 1993-94 school year as seventh graders in their physical education classes. Results of this survey can be found in Appendix A. Survey results indicated that only 44 percent of all the boys and 36 percent of all girls dressed in the proper physical education uniform during each three week unit. (Figure 1). Twenty-four percent of the boys indicated that they did not dress for physical education more than three times per unit. Thirty-two percent of the girls stated that they did not dress for physical education more than three times per unit. In summary, approximately one-fourth of all boys surveyed and over one-third of all girls surveyed chose to fail physical

education for one or more units by exhibiting inappropriate behavior. These behaviors may result because of a lack of decision-making skills by the students.

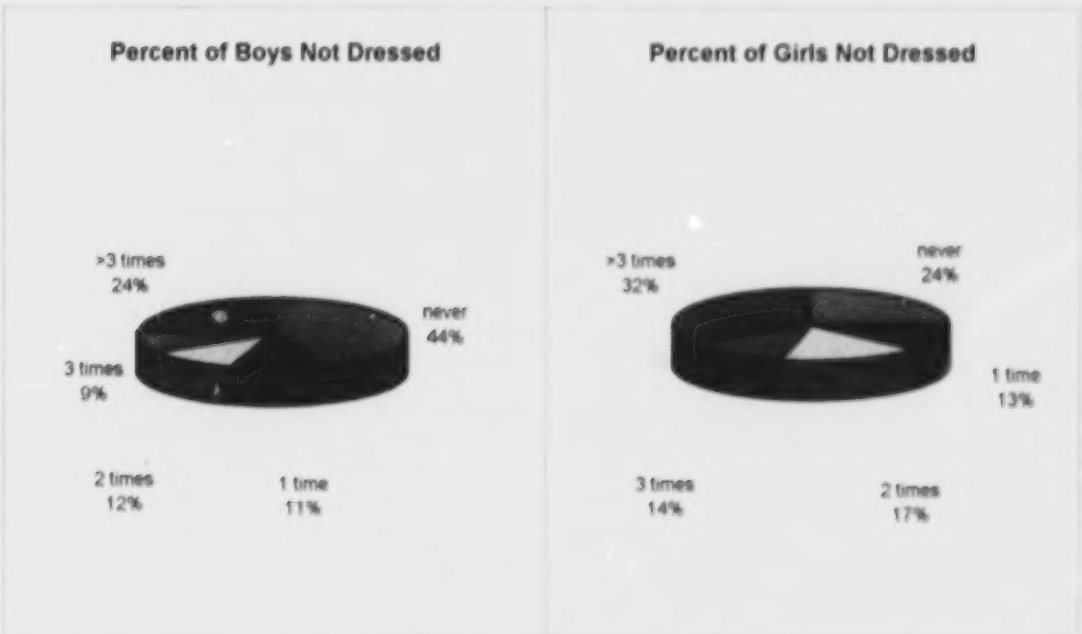

Figure 1

Frequency of Being Unprepared for Class-Percent of Students in Each Category
Based on Self-reported Data
August 25, 1994

Additional causes were indicated by the student responses in Figure 2. Students indicated that they chose not to dress for physical education class for the following reasons: 35 percent of all boys and 29 percent of all girls forgot to bring their clothes to school; 12 percent of all boys and 48 percent of all girls did not like physical activity; three percent of all girls expressed reticence at changing in front of others. Peer pressure also seemed to influence student decision making as evidenced by the 15 percent of boys and girls who chose not to dress because their friends did not participate. A small percentage of students identified intimidation, embarrassment, or a dislike of co-

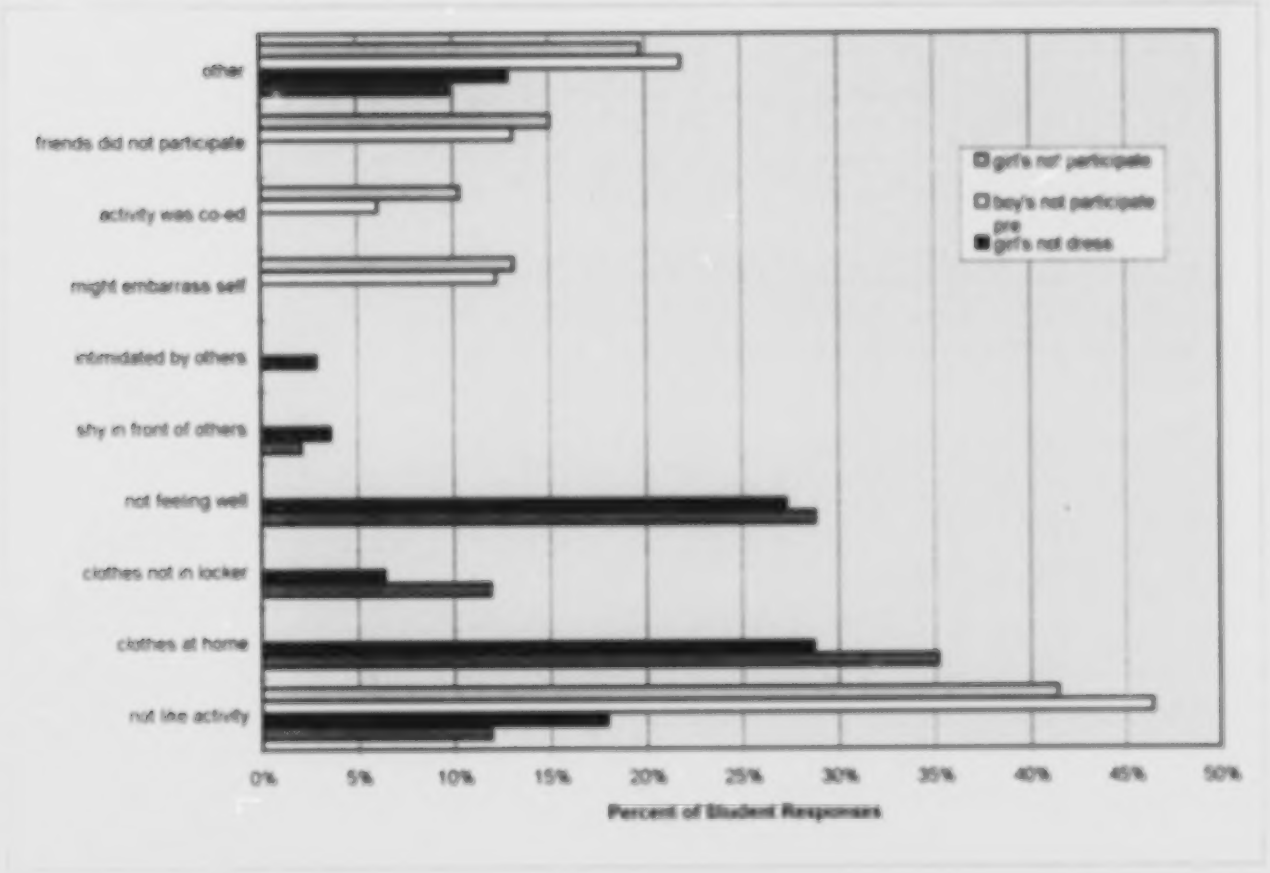

Figure 2

Survey Responses of Causes for Students (Not Dressing and/or Not Participating)
August 25,1994

educational activities as a reason for choosing not to dress for physical education (Figure 2). These factors might be categorized as the student's perception of the classroom climate.

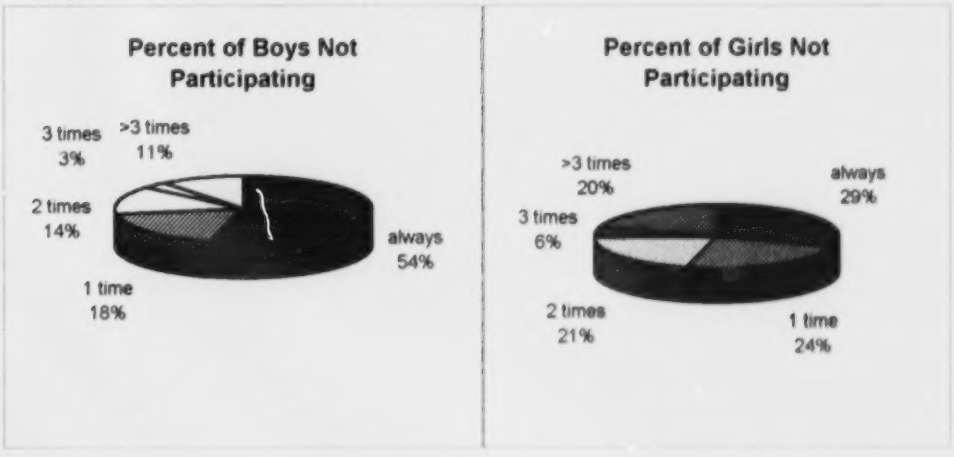

Figure 3

Percent of Boys and Girls Participating in Three-Week Units According to Survey Question 4
August 25,1994

The student survey indicated that only 54 percent of all boys and 29 percent of all girls participated in physical education class every day. Eleven percent of all boys chose not to participate in physical education class at least, once a week during a three week unit. Twenty percent of all girls chose not to participate in physical education class at least once per week, during a three week unit. (Figure 3). Decisions involving peer relationships impacted student reasons for not participating in an activity. Figure 2 indicates that forty-six percent of all boys and forty percent of all girls selected not liking the activity as their reason for not participating. Ten to fourteen percent of both boys and girls chose not to participate in the activity because friends were not participating, they were embarrassed or because the activity was co-educational.

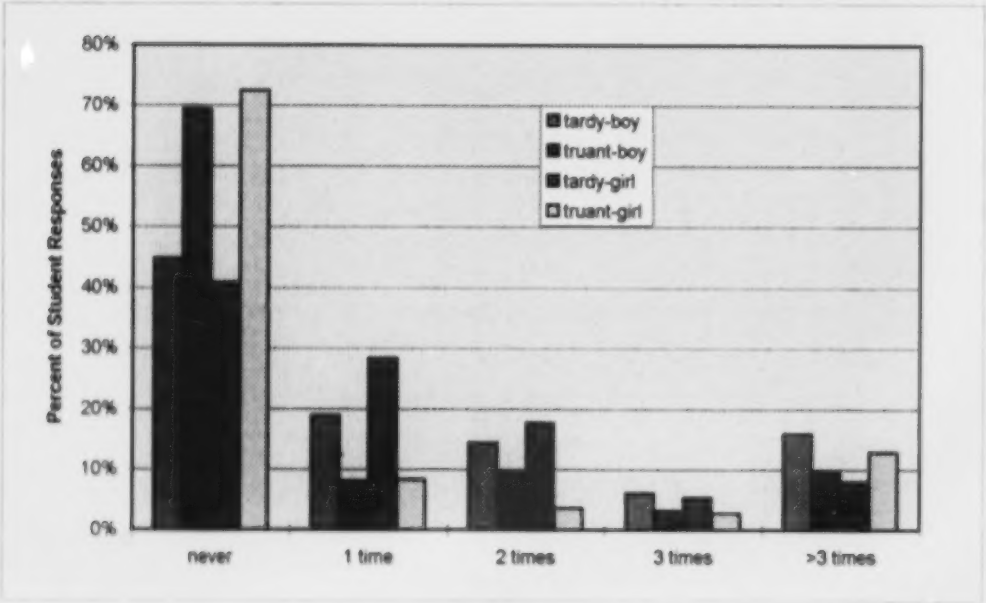

Figure 4

Survey Responses to the Questions on Truancy and Tardiness
August 25, 1994

Inappropriate behavior, which may result from poor decision-making skills, affected substantial percentages of both boys and girls in regard to truancy and tardiness. Eighty-six percent of all boys and 88 percent of all girls came to class on time. However, fourteen percent of all boys and twelve percent of all girls were tardy two or more times per quarter (Figure 4).

Thirty-one percent of all boys and 28 percent of all girls stated that they were truant at least once last year. Ten percent of both boys and girls indicated that they were truant more than three times during the year.

The survey indicated that 64 percent of all boys and 49 percent of all girls used inappropriate language in school. Twenty-two percent of all boys and 18 percent of all girls swore at least once every day (figure 5).

Twenty-two percent of all boys and 12 percent of all girls felt that they were disrespectful to a teacher. In addition, 33 percent of the boys and 32 percent of the girls surveyed responded that they were disrespectful to each other. Seven percent of the boys were disrespectful to teachers at least once a week and 15 percent were disrespectful to peers at least once a week. Data seem to indicate that students felt that they showed less disrespect to each other than to their teachers.

Thirty-five percent of the boys and 16 percent of the girls surveyed indicated that they had experienced a physical confrontation. Four percent of all boys fought more than three times while 12 percent of all girls fought once.

Thirty-two percent of all boys and 11 percent of all girls indicated that they had stolen someone else's possessions. Seven percent of the boys took another's possessions more than three times. Boys seem to exhibit a greater lack of decision- making skill in this area.

Twenty-eight percent of all boys reported that they vandalized school property, while 17 percent of the girls reported that they had vandalized school property. Three percent of the boys reported vandalizing more than three times.

It seems apparent, from this survey, that students are aware of the decisions that they make. It is unclear, however, if they perceive that these decisions sometimes result in inappropriate behavior.

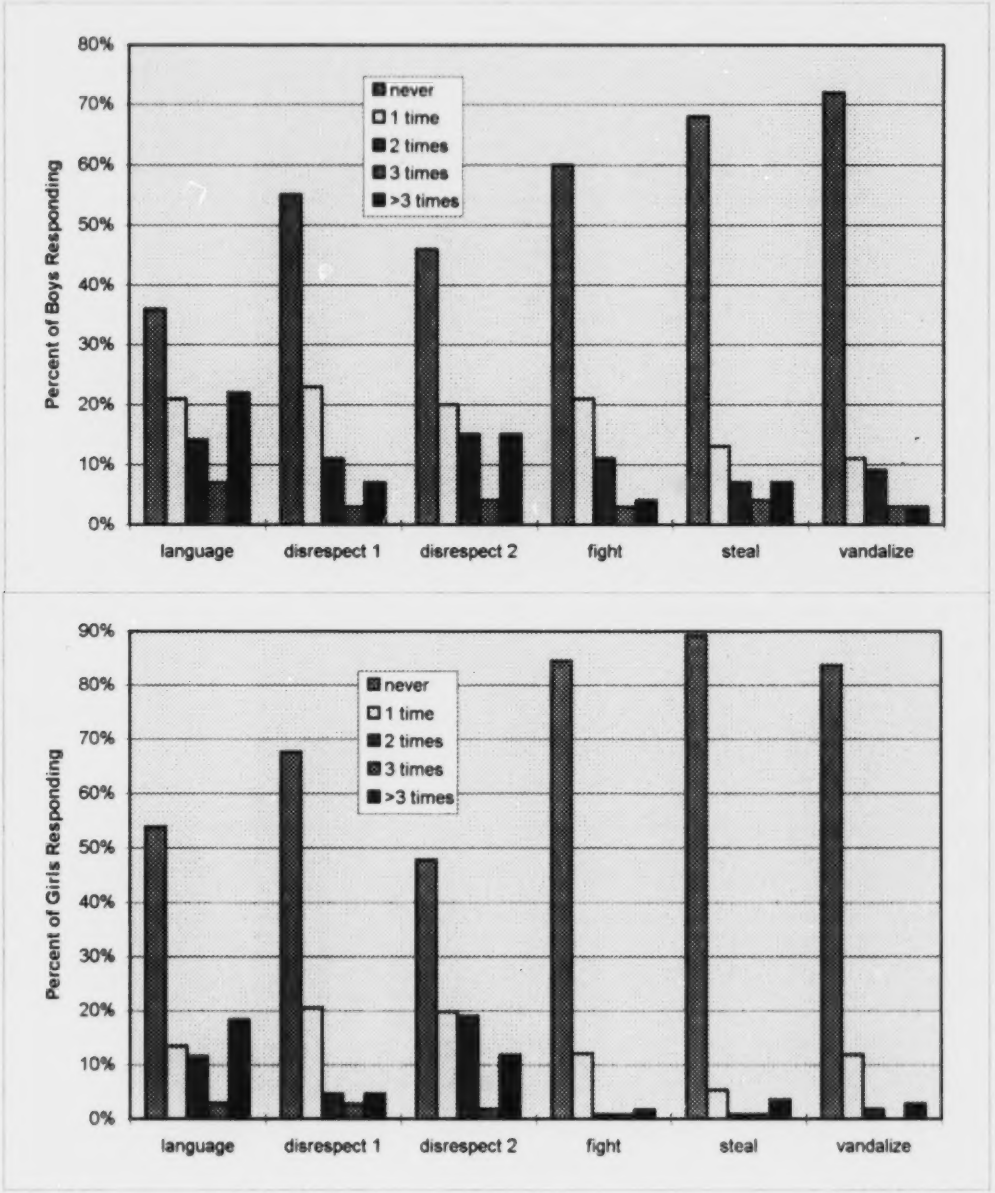

Figure 5

Responses to Survey Questions on Inappropriate Language, Disrespect to Teachers
Disrespect to Students, Fighting, Stealing, and Vandalizing
August 25,1994

Table 4

Responses to Survey Questions Concerning Lost and Stolen Possessions
August 25,1994

	Yes	Percent yes	No	Percent no
P.E. lock was stolen/boys	48	40%	73	60%
Lost possessions/boys	51	45%	63	55%
Lost P.E. lock/boys	28	24%	88	76%
P.E. lock was stolen/girls	49	42%	67	58%
Lost possessions/girls	57	55%	47	45%
Lost P.E. lock/girls	17	19%	71	81%

The data in table four indicate that the targeted middle school physical education students perceive that their possessions are usually stolen by another student, rather than misplaced by themselves. Forty percent of all boys and 42 percent of all girls indicated that their locks had been stolen, while only 24 percent of all boys and 19 percent of all girls indicated that they had lost their locks. The survey also indicates that 45 percent of all boys and 55 percent of all girls lost their possessions at some time during the school year. (Table 4).

Fifty-six percent of all boys and 47 percent of all girls reported that their parents expect them to receive an A in physical education. The survey indicated that 84 percent of all boys' parents and 78 percent of all girls' parents would be satisfied with either an A or B grade. Seven percent of boys and six percent of girls indicated that their parents do not care what they earn in physical education (See Figure 6 on the following page).

Eighty-two percent of all boys and 74 percent of all girls indicated that they expected to receive an A or B for their physical education grade. Nine percent of both boys and girls do not care about the grade which they receive and three percent expect to

fail. Survey responses indicated that parental grade expectations are perceived by students to be similar to the student grade expectations. However, approximately ten percent of both boys and girls indicated a lack of concern for their grades.

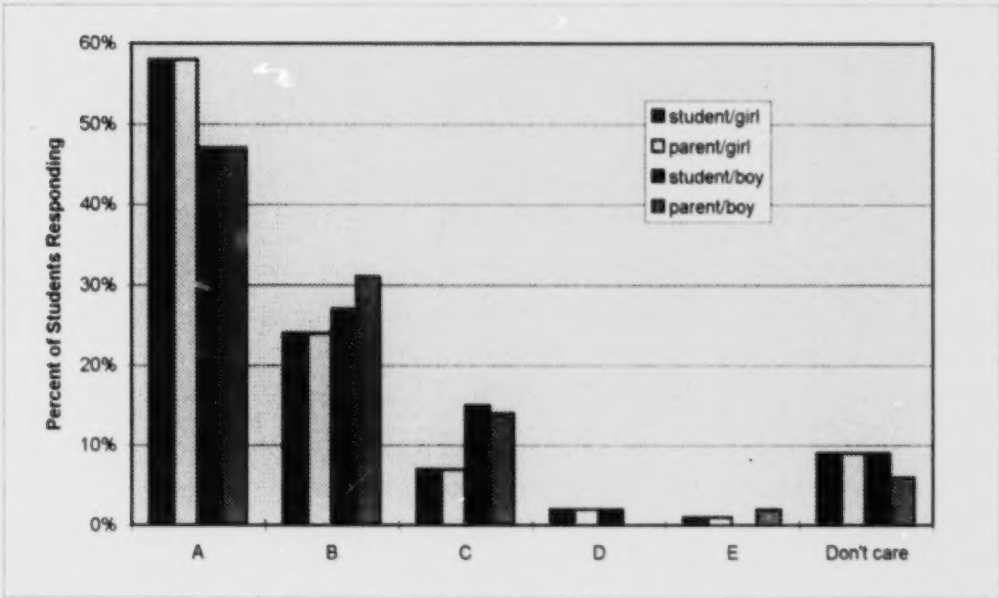

Figure 6

Student Survey Grade Goals of Students and Parents
August 25,1994

In conclusion, a summary of the probable causes of the inappropriate behavior exhibited by eighth grade physical education students at the targeted middle school include: a lack of teaching strategies to shift educational format from product-orientation to process-orientation; an increase in single parent family structures and changing family situations; student's perception of the classroom environment; and a lack of decision-making skill and development in students.

Chapter 3

THE SOLUTION STRATEGY

Review of the Literature

A review of the literature indicates that there is growing fear and concern among educators regarding the inappropriate behavior exhibited by students within the school setting (Ferral & Smith, 1993). The literature also indicates that a wide variety of interventions have been implemented by teachers to address this problem. Researchers suggest that teachers must balance their need to adequately manage student behavior with their responsibility to provide opportunities for effective learning (Ferral & Smith, 1993). In other words, a successful intervention could be defined as a teacher-initiated action which decreases a student's inappropriate behavior, as it continues to provide for the student's opportunity to effectively learn.

The literature indicates that educators have often modified their teaching strategies or instructional methods for use as an intervention for inappropriate behavior in middle school students. Researchers also suggest, however, that certain instructional methods often reinforce socially inappropriate behavior by students, rather than curtail such behavior (Sparks, 1993). For example, the operant conditioning theory suggests that the majority of human behavior occurs in response to external stimuli. In other words, behavior is shaped or directed by the consequences of an individual's actions. In conjunction with this theory, Kovar (1992) suggests that operant conditioning is predicated on the fact that teacher manipulation of the environment will change student behavior. Operant conditioning is one type of intervention that has been utilized by educators to try to minimize inappropriate behavior in the classroom. Educators who use

this theory might begin the year by establishing class rules that tell students what they can and what they cannot do. In addition, teachers would specify the consequences that accompany each inappropriate behavior and vary the consequences based on the number of times the inappropriate behavior occurs (Kovar, Ermler & Mehrhof 1992). This intervention does not help students to become self-disciplined, according to Kovar, Ermler & Mehrhof (1992), for several reasons: students and teachers become adversaries; the teacher is trying to control the students' behaviors, rather than allowing the student to control his or her own behaviors; the teacher is taking responsibility for what occurs in the classroom; and the teacher is responding to all inappropriate behavior with the same consequence.

The literature also indicates that cooperative learning is a teaching strategy which shows promise as an intervention for inappropriate behavior by middle school students (Yoder, 1993). Cooperative learning is one of the most thoroughly researched of all instructional methods for its ability to motivate students, increase academic achievement and encourage positive social behaviors (Slavin, 1989). The structures involved in co-operative learning can provide specific strategies to ensure participation of every student and increase the learning potential of all (Yoder, 1993).

Cooperative learning strategies are also conducive to the establishment of a positive classroom climate. According to Tomme & Wendt (1993), the implementation of cooperative learning strategies can lead to the establishment of a positive environment. Fouts & Myers (1992) also established that a positive environment was instrumental in encouraging positive attitude and behavior in students. Common elements of such positive environments were student involvement in the learning process, students'

perceived support from teacher affiliation, group affiliation and teacher innovation in teaching. These elements are components of cooperative learning strategies. Co-operative learning can also improve the classroom climate by raising the level of tolerance, empathy and compassion within adolescent peer groups, through the use of social skill development (Yoder, 1993). The literature also suggests that cooperative learning strategies can promote the teacher-student relationship through mutual trust and respect. According to Glasser (1990), the relationship between the teacher and the student can be a key factor in establishing an environment where most of the class time is devoted to teaching and learning.

Cooperative learning techniques, when carefully implemented, can also convey the ideals of self-discipline to students, as well as ownership of behaviors (Tomme & Wendt, 1992). According to Sparks (1993), assuming responsibility for behavior is a learned process. Hellison (1985) suggests that strategies which require the student to help analyze the cause of the behavior and negotiate the consequences, as well as the reward, will force the student to assume ownership of the behavior. Discipline, according to Charles (1985), is a process of helping students adjust to their environment and of facilitating their ability to develop acceptable inner controls. Cooperative learning can assist in this process.

The literature also suggests that students must be instructed to recognize behaviors that are appropriate and inappropriate (Maples, 1984). The "Pygmalion Theory", as developed by Martinek, Crowe & Rejeski (1982) and cited by S. Koch in Models of Teaching (1994), suggests that an individual will perform or behave in accordance with the expectations of others. This theory seems to suggest that a student will perform according to a teacher's expectations. That is, if teachers expect and develop strategies

for positive behavior, i.e. social skill modeling, these expectations will also be met and students will behave responsibly (Sparks, 1993). It is well documented that the modeling of appropriate social skills within cooperative learning lessons can improve student behavior.

Research suggests that in order to develop improved decision-making skills within middle school students, educators must gain their trust, while allowing students the opportunity to make personal decisions (Sparks, 1993). Student-teacher relationships are fostered by recognizing each student as an individual who is an integral part of the group. The establishing of a positive environment, helping students set achievable goals, providing alternative choices and allowing students to select from among those choices are steps that will promote good decision-making skills and responsible behavior in students.

Portfolios are an additional tool which can be used to provide guidelines for the development of decision-making and goal-setting behaviors in students. A. Freed, a teacher of Reading and Writing Across the Curriculum, suggest that student outcomes improve when portfolios are used. Teachers can mentor students as they learn to set achievable goals. According to Sparks (1993), goal-setting assists students in developing self-responsibility and also strengthens their resolve to behave in an acceptable social manner.

In conclusion, the literature suggests that the use of cooperativelearning strategies such as interpersonal skill development, through the use of social skill modeling and portfolio development, may improve the inappropriate behaviors exhibited by middle school students.

Project Outcome and Solution Components

A terminal objective was devised as a result of the literature review, student survey and staff observations. Probable cause data indicated that the utilization of co-operative learning strategies in the teaching of the physical education curriculum would improve the interpersonal skills of students and subsequently the classroom climate.

> As a result of instructional emphasis on interpersonal skills during the period of September 1994 to January 1995, the targeted eighth grade physical education students will improve the class-room climate by increasing their ability to make appropriate behavioral choices as measured by the number of student referrals, student survey, and evidenced by teacher observations.

In order to accomplish the terminal objective, the following strategic procedures are proposed:

1. a series of learning activities that address interpersonal skills will be implemented through co-operative learning strategies.
2. students will compile portfolios for use in self-evaluation.

Action Plan for the Intervention

The action plan for the intervention will focus on improving the interpersonal skill development and decision-making skill development of the targeted students. The plan contains two primary components; the implementation of cooperative learning strategies, as they pertain to the physical education curriculum, and the development of physical education portfolios.

The action plan will be implemented by two eighth grade physical education teachers from the targeted school. The targeted population of this action research project will consist of the students comprising the two "teams" of the implementors. Each team consists of approximately 135 students. The students comprising the "teams" were

randomly selected for placement on those teams. Approximately 55 percent of the population are male students and 45 percent are female students. The ethnic breakdown of the 270 students is as follows: 22 percent African-American, 70 percent Caucasian, six percent Asian, and 17 percent Hispanic. This representation is indicative of the targeted school's ethnic composition. Each physical education teacher will implement the intervention within all five of their respective physical education classes.

The introduction of cooperative learning strategies will be the first component of the intervention to be implemented. The following time-line will be utilized for this component:

BONDING ACTIVITY: Each class of targeted students will participate in a People Search on the second day of school, August 26, 1994. The activity will be limited to twenty minutes. Processing of the activity upon its completion should be limited to ten minutes.

BASE GROUPS: Base groups will be established during the second week of each quarter of the 1994-1995 school year. Groups will consist of three, four, or five members. Group members will be determined using the alphabetical order of their name. Base group members will consist of either all girls or all boys during the first quarter of the 1994 school year. Base group members will consist of both boys and girls during the second quarter of the 1994 school year. Random selection will be used to determine the base group members during the second quarter of the school year. Quarters are composed of three, three-week units. Base groups will spend one day during each three week physical education unit participating in bonding activities. Three bonding activities will be presented to the base groups during the first nine-week period. Bonding activities will

consist of the following processes: brainstorming similarities or differences among the group members through the use of the Picture Frame, deciding upon a group name, and creating a flag and motto. These three bonding activities will be repeated in the co-ed base groups during the second nine-week period. Base group members will be given specific assignments within their base groups. These assignments will be rotated to a different student on the first day of the new unit. Assignments will be designed to increase group responsibility for the members of the group in the following areas: dressing in correct physical education uniform, placing all belongings in locker, correctly positioning lock, and securing lock properly. For example, assignments might be encourager, observer, problem-solver and time keeper. Bonding activities will be limited to a maximum of twenty minutes per activity.

COOPERATIVE LEARNING LESSONS: Cooperative lessons will be presented once during each three-week physical education unit. Cooperative group members, for this area of the intervention, will be randomly determined by the teacher and will be limited to four to five students. Students will not be allowed to stay in their base groups. Cooperative lessons will be content appropriate and will stress rules and strategies for the physical activity of that unit. Each cooperative lesson plan will include a targeted social skill. The following social skills will be covered: active listening, respect for others, compromise, encouragement, empathy, doing your part. The co-operative lesson will be limited to fifteen minutes. Processing and metacognition will be limited to ten minutes after the completion of the lesson.

The second component of the intervention is the development of the physical education portfolio. The following time-line will be utilized for portfolio development:

PORTFOLIO DEVELOPMENT: All targeted students will be asked to compose a short letter reflecting their feelings on physical education class. This letter will be requested during a class period during the third week of school. At this time, the implementor will explain the purpose of a portfolio. The cover must be a collage of the types of sports or leisure activities that each student enjoys. The cover will be constructed on any type of paper that is 9X11. The student will complete this project at home and the final collage will be glued, taped or stapled to the portfolio folder. The cover will be due by the first day of the second quarter of 1994. This portfolio cover will be shared with the new co-ed base group of the second quarter. Portfolios will be stored in the girls' physical education office.

GOAL SETTING- Each student will establish weekly goals, unit goals and semester goals using teacher provided forms. Goal setting will occur at least once during a three-week unit and will be initiated in a co-operative group setting. Group members will be randomly selected by the teacher and limited to four or five per group.

REFLECTIVE LOGS- Each student will use teacher provided forms to reflect upon an activity. Students will be asked to reflect on a particular activity at least once per three-week unit.

FINAL REFLECTIVE LOGS- Each student will use teacher provided forms to reflect upon an activity. Students will be asked to reflect on a particular activity at least once per three-week unit.

FINAL REFLECTION LETTER- Students will be requested to reflect or comment about their first semester in physical education class, while referring to their

initial reflection letter. This letter will be requested on the last day of Action Research information collection, January 12, 1995.

METHODS OF ASSESSMENT

The effects of the intervention will be assessed by analyzing the following:

1. The results of the student survey administered to the targeted population on the first day of physical education class, August 25, 1994 and again on the last day of the first semester, January 12, 1994.
2. The total number of times the targeted population chose not to dress for physical education class during the first semester of the 1994 school year, as recorded by the anecdotal records of the female eighth grade physical education teachers.
3. The total number and category breakdown of disciplinary referrals issued to the targeted population during the first semester of the 1994-1995 school year.
4. The journal entries of the eighth grade physical education teachers noting targeted population behaviors, as exhibited in bonding and cooperative lesson situations in the locker room, or the activity areas.
5. The percentage of achievement attained by the targeted population as it relates to their goal for The Presidential Physical Fitness Tests during the 1994-1995 school year.

Chapter 4

PROJECT RESULTS

Historical Description of Intervention

The objective of this project was to reduce the incidence of inappropriate behavior exhibited by eighth grade physical education students within the physical education setting. Inappropriate behavior was defined as any behavior that interferes with the educational process. The implementation of cooperative learning strategies and the use of portfolios were selected to effect the desired changes.

Base groups, consisting of three or four students of the same gender, were formed during the second week of the 1994-1995 school year. Students remained in the same base group for the duration of the intervention. One class bonding activity and one base group bonding activity were presented during the first semester of the 1994-1995 school year. A total of six cooperative lessons were presented to the targeted students, one per three-week unit. Each cooperative lesson included a targeted social skill. All targeted students were asked to compile a physical education portfolio composed of a creative cover (collage), six 3 x 5 goal cards and a physical education reflection.

Cooperative learning techniques were utilized to teach interpersonal skill development. The initial bonding activity can be found in Appendix B, and was completed by all targeted students on the second day of class. Base groups were established during the second week of the quarter. The base groups were composed of three or four students of the same gender. Members were assigned to a group by alphabetical order of their name. The functions of the base group members were explained to the students and the initial bonding activity, as described in Appendix C, was completed during the second

week of school. Original plans called for the presentation of three bonding activities during the first nine-week period. After three weeks of school the researchers/teachers concluded, based on observations of base group functioning and a shortage of time, that the two additional bonding activities should be eliminated from the intervention.

Original plans also called for new heterogeneous base groups to be formed, in each class, during the first week of the second nine-week grading period. The researchers/teachers eliminated this portion of the intervention after observing current base group functioning and reviewing the objectives necessitating its formation. The original base groups were maintained for the duration of this intervention.

Cooperative learning lessons were presented once during each three-week physical education unit. The lessons were content appropriate and included a targeted social skill. Cooperative groups were heterogeneous and randomly selected for each lesson. Base groups were not used for this activity. The following six social skills were addressed during this phase of the intervention: active listening, respect for others, compromise, encouragement, empathy, doing your part. Sample modified lessons can be found in Appendix D. Each lesson was completed in fifteen to twenty minutes. Processing was limited to ten minutes after completion of the lesson.

Portfolios were used as tools for student goal setting and self evaluation. Students were given portfolio folders during the third week of school. Each student was asked to design a collage on the front of their folder. Students were instructed to make this collage representative of themselves and the sports or leisure activities that they enjoyed. The original plan called for each student to use a white sheet of 9 x 11 paper for their collage. This paper would then be glued to the front of the folder. Students strongly recommended

that this idea be dropped and a more creative approach to their collage be adopted. After discussion between the researchers/teachers and students, the recommendation was accepted. The portfolio covers were subsequently completed and shared with base group members at the beginning of the second nine-week grading period.

All students established goals for themselves for each three-week unit. Goals were written on student generated forms or note cards. The original plan called for students to establish weekly goals and semester goals in addition to unit goals. Time shortages, as well as researcher/teacher observations of students' responses to goal-setting strategies, dictated that only unit goal setting would be feasible during this intervention. Goal-setting strategies were initiated in a cooperative group setting.

Reflective logs, as per the original plan, were not incorporated into the student's portfolio. Students combined reflective statements with unit goal-setting activities. Since reflective logs were not kept as a separate item within the portfolio, final reflective logs for each activity were not required from the students.

Each student was required to complete the final physical education reflection form on January 15, 1995 as shown in Appendix E . The original plan called for each student to write a final reflection letter while referring to his/her initial reflection letter as noted in the intervention. The researchers/teachers eliminated the requirement of the initial physical education reflection letter after observing student response to the physical education survey.

Presentation and Analysis of Results

In order to assess the effects of cooperative learning strategies and portfolio development on student behavior, the researchers/teachers recorded the total number of times that the targeted population chose not to dress for physical education class during the first semester of the 1994 school year. These data were aggregated by three-week units and are presented in Appendix F. Table 5 is a comparison of the percent of eighth grade students who failed to dress for physical education class over an 18 week period of time, September 1993-June 1994 and September 1994-January 1995.

Table 5

Comparison of Percent of Eighth Grade Students Who Failed to Dress for Activity
Over an 18 Week Period of Time (five three week units)
September 1993-January 1994 and September 1994-January 1995

	Improper dress	Boys		Girls	
		'93-'94	'94-'95	'93-'94	'94-'95
Unit 1	never	62	82	78	83
	1 time	21	10	15	10
	2 times	12	4	6	4
	3 times	5	2	1	1
	4 times	1	1	0	1
	more than 4 times	0	1		
Unit 2	never	61	88	79	87
	1 time	24	9	16	8
	2 times	8	1	4	4
	3 times	4	1	2	1
	4 times	2	1		
Unit 3	never	67	79	83	86
	1 time	15	15	10	11
	2 times	7	4	4	3
	3 times	5	2	2	
	4 times	2		1	
	more than 4 times	4			
Unit 4	never	61	85	79	80
	1 time	18	6	14	10
	2 times	9	7	4	5
	3 times	5	0	1	2
	4 times	3	0	1	2
Unit 5	never	61	74	83	77
	1 time	19	14	10	13
	2 times	11	9	5	8
	3 times	4	1	1	1
	4 times	2	1	0	0
	more than 4 times	3	1	0	1

The intervention appears to have had a positive effect on the choices made by the targeted student population. The percentage of all boys who chose to dress for physical education class everyday, or who chose not to dress only once during a three-week unit, was 92 percent during unit one, 97 percent during unit two, 94 percent during unit three, 91 percent during unit four, and 89 percent during unit five. Ninety-two percent of all boys dressed everyday or missed only one day during a unit during the first semester of the 1994-95 school year. This shows that only eight percent of all boys chose to not dress two or more times per unit during the first and second quarters of school. During the first semester of the 1993-94 school year, approximately 15 to 20 percent of all boys chose not to dress two or more times per unit. This is an improvement of over seven percent. Data also indicate that there was a decline in the number of boys who chose not to dress three times or more per unit.

The percentage of all girls who chose to dress every day for physical education class or who chose to not dress once during a three-week unit was 93 percent during unit one, 97 percent during unit one, 95 percent during unit two, 97 percent during unit four and five. Ninety-three percent of all girls chose to dress every day or missed dressing only once during a three-week unit during the 1994-95 first semester. In other words, only seven percent of all girls chose to not dress two or more times during a three-week unit during the first semester of the 1994-95 school year. This percentage indicates that there was no improvement in the girls' dressing behavior when compared to the data collected during the first semester of the 1993-94 school year. Given the high degree of compliance to begin with, this is not an unexpected finding.

It should be noted that only five units were utilized in data collection during the 1994-95 semester. Unit six was a swimming unit and students were required to be dressed in either swimming suits if swimming, or gym clothes if observing. In other words, dressing was not incorporated into grading during the swimming unit and was therefore, not incorporated into the data collection. It is also interesting to note that units one, two, and three were outdoor units; soccer, flag football, field hockey for girls; soccer, passball, football for boys. Units four and five were indoor units; basketball, wrestling and gymnastics. The data indicates that inappropriate dressing choices were exhibited more frequently in the later two units. All boys were required to participate in a wrestling unit. These units were limited to male participation only and were taught by a male physical education teacher. It may be that boys are more compliant with dressing guidelines when they are receiving instruction from their original teacher rather than a different teacher.

The number of disciplinary referrals received by eighth grade physical education students in the targeted classes, from September, 1994 to January 1995, was recorded as an additional assessment tool for the intervention. The data is presented in Table 6 on the following page.

The data indicate that there was a significant improvement in the number of disciplinary referrals. A total of 60 referrals were issued to students. The total number of referrals dropped by eight percent. The categories of vandalism, physical assault to student, verbal abuse to student and staff, smoking, gambling, other, theft, and gang insignia had no incidents reported.

Forty-three students received disciplinary referrals from a total number of 270 targeted students. This number indicates that only 16 percent of the total number of

Table 6

Comparison of Disciplinary Referrals Received by Eighth Grade Students Pre and Post Intervention September 1993-June 1994 and September 1994-January 1995

Category of referral	Number of Incidents		Percent of total referrals	
	'93 -' 94	'94 -' 95	'93-'94	'94-'95
Disruptive behavior	78	9	44	15
Truancy	29	22	16	3
Fighting	14	12	8	12
Insubordination	12	18	7	30
Tardy	8	1	5	2
Vandalism	7	0	4	0
Physical assault/student	7	0	4	0
Verbal abuse/student	6	1	3	2
Verbal abuse/staff	5	0	3	0
Smoking	3	0	2	0
Gambling	2	0	1	0
Other	2	0	1	0
Theft	1	0	0	0
Threatening another studen	1	0	0	0
Gang insignia	1	0	0	0
Position electronic device	0	1	0	2
Physical assault/student	0	1	0	2

targeted eighth grade physical education students received referrals during the first semester of the 1994-95 school year as compared to the 24 percent who received them during the first semester of the 1993-94 school year. This decrease of eight percent indicated an increase in the number of students who were able to exhibit appropriate behavioral choices.

It is important to note that three of the students referred were eventually removed from the physical education class setting and were placed in self-contained behavior disorder classrooms. These three students account for approximately one-sixth of the total number of disciplinary referrals given to the targeted student population. An additional two students attended the targeted school for less than one month and received three referrals each within that time. Another five students are chronic truants and

received ten referrals between them. The 22 students mentioned in this paragraph account for 36 percent of all referrals. It appears that students who are chronically problematic should be identified, and appropriate interventions should be implemented in order to effect more appropriate behavior from these students.

Although the occurrence of many inappropriate behaviors decreased dramatically in several disciplinary referral categories, the percentage of disciplinary referrals increased in two categories. The percentage of disciplinary referrals for truancy increased by 16 percent over last year. The 22 truancy referrals were assigned to students who chose to leave their assigned activity area, but were still on the school grounds. In addition, 30 percent of referrals were received for insubordination this year as compared to seven percent during the 1994 school year. This finding is also related to those students described in the previous paragraph.

During the 1993-94 school year, the category of disruptive behavior held the largest percentage of disciplinary referrals for eighth grade physical education students; that is, 44 percent of all referrals. The data illustrated in Table 6 show a 15 percent decrease in disciplinary referrals comprising this category during the first semester of the 1994-95 school year. This is a 29 percent decrease in disruptive behaviors exhibited during physical education classes by the targeted student population.

Twelve percent of disciplinary referrals were issued for fighting during the first semester of the 1994-95 school year. There was a decrease of approximately 50 percent in this category during the first semester of the 1994-95 school year.

Other referrals, i.e. tardiness, threatening another student, possession of an electronic device, and physical assault to another student occurred only once during the

first semester of the 1994-95 school year. During the previous year, this type of incident occurred eight times.

The student survey was administered to the targeted population on January 12, 1994. The survey results were compared to the data obtained from the survey administered on August 25, 1994. These results were analyzed in order to assess the effects of the intervention. Survey question one deals with the number of times the targeted students dressed for physical education class each unit. These data are illustrated in Figure 7.

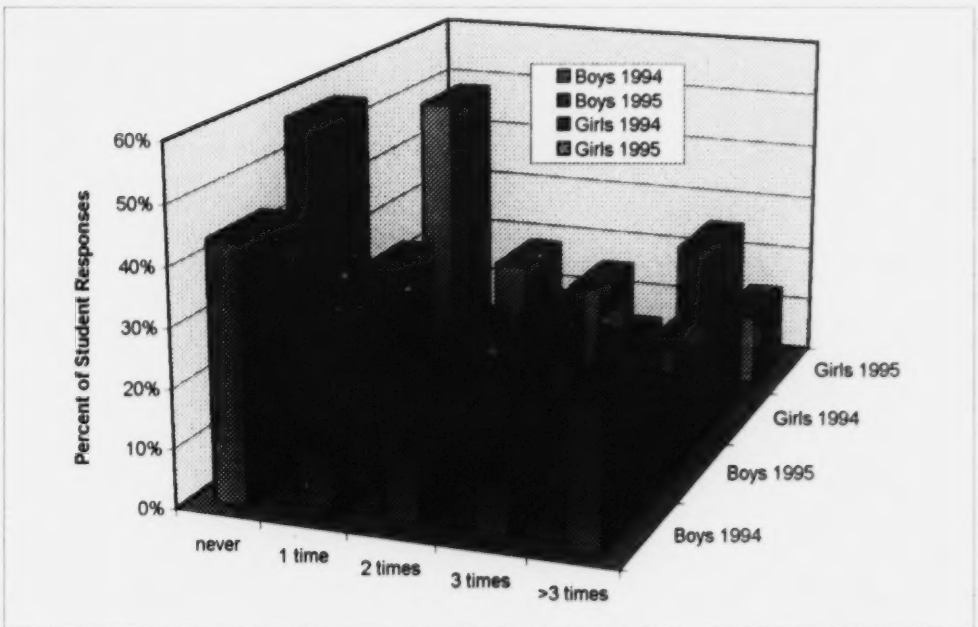

Figure 7

Frequency of Preparation for Class
Pre and Post Intervention Data
August 25, 1994 and January 13, 1995

Forty-eight percent of all girls indicated that they chose to dress for physical education class every day during each three-week unit. Another 18 percent of all girls

indicated that they chose not to dress once per three-week unit. There was a substantial improvement in their dressing behaviors as compared to the survey results obtained in September, 1994. At this time only 24 percent of all girls indicated that they chose to dress for physical education class every day during each three-week unit. An additional 13 percent of all girls said that they chose not to dress once per three-week unit. It is interesting to note that actual anecdotal records of teachers indicate that 93 percent of all targeted eighth grade girls chose to dress every day during each three week unit.

Fifty-seven percent of all targeted boys indicated that they chose to dress every day during each three-week unit. An additional 16 percent of all boys indicated that they chose not to dress once during each three-week unit. The actual anecdotal records illustrate that 92 percent of all targeted eighth grade boys chose to dress every day during each three unit.

The data in Figure 7 indicate that there is an improvement in the targeted student's ability to understand and exhibit the appropriate behavior in the area of dressing for physical education class.

Figure 8 on the following page exhibits the data concerning the targeted students' responses for the causes of their not dressing or not participating during physical education class from August to January, 1995.

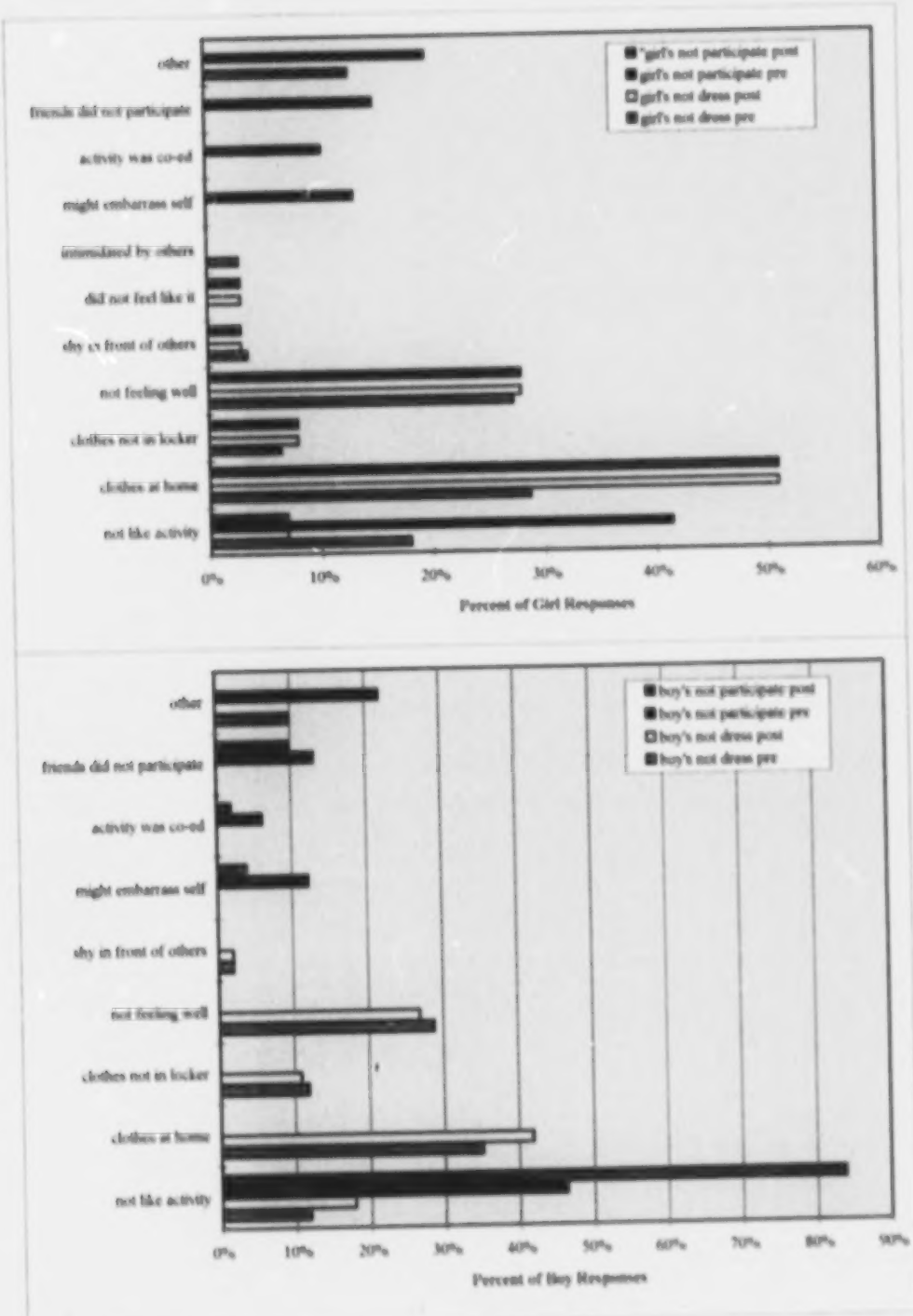

Figure 8

Comparison of Survey Responses for Students Not Dressing and Not Participating
August 1994 and January 1995

Both male and female targeted students reported that they chose not to dress for physical education class because they did not like the activity. The data indicate that the total number of girls who responded with this answer on the initial survey decreased by approximately 50 percent on the final survey. The total number of boys who responded with this answer on the initial survey increased by approximately 33 percent on the final survey. Both male and female targeted students also reported that they chose not to participate in physical education class because they did not like the activity. The data indicates that the total number of girls who responded with this answer on the initial survey decreased by approximately 75 percent on the final survey. The total number of boys who responded with this answer on the initial survey increased by approximately 40 percent on the final survey. It appears that many of the targeted girls enjoyed more of the physical education activities during the implementation of the intervention as compared to before the implementation of the intervention. It also appears that many of the targeted boys disliked more of the physical education activities during the implementation of the intervention than before the implementation of the intervention. The data may also indicate that the targeted girls were better able to utilize cooperative skills in the physical education setting than were the targeted boys. In addition, the decisions made by targeted middle school boys also appear to be affected by a maturity component.

The data from the pre and post survey responses of the targeted students also indicate that the percentage of students who reported other causes for not dressing and not participating in physical education class changed less than 5 percent during the implementation of the intervention. Approximately 50 percent of all targeted girls reported that forgetting their clothes at home was the primary reason for not dressing and not

participating in physical education class. Approximately one-third of all targeted boys reported that forgetting their clothes at home was a reason for not dressing and not participating in physical education class. Approximately one-third of all targeted girls and boys also reported that they did not dress and did not participate in physical education class because they were not feeling well.

The data illustrated in Figure 8 also indicate that there appears to be a dramatic improvement in the level of self-esteem of many of the targeted girls. This is evident by the zero percentage of responses in the post-survey as compared to the pre-survey in regard to the following causes for not participating in physical education class: might embarrass self, activity was co-ed, friends did not participate. There also appears to be an improvement in the level of self-esteem of many of the targeted boys as evidenced by the decrease in the percentage of their responses in the same categories.

The data illustrated in Figure 9 compare the pre and post survey responses of the targeted boys and girls in regard to their participation in physical education class during each three-week unit.

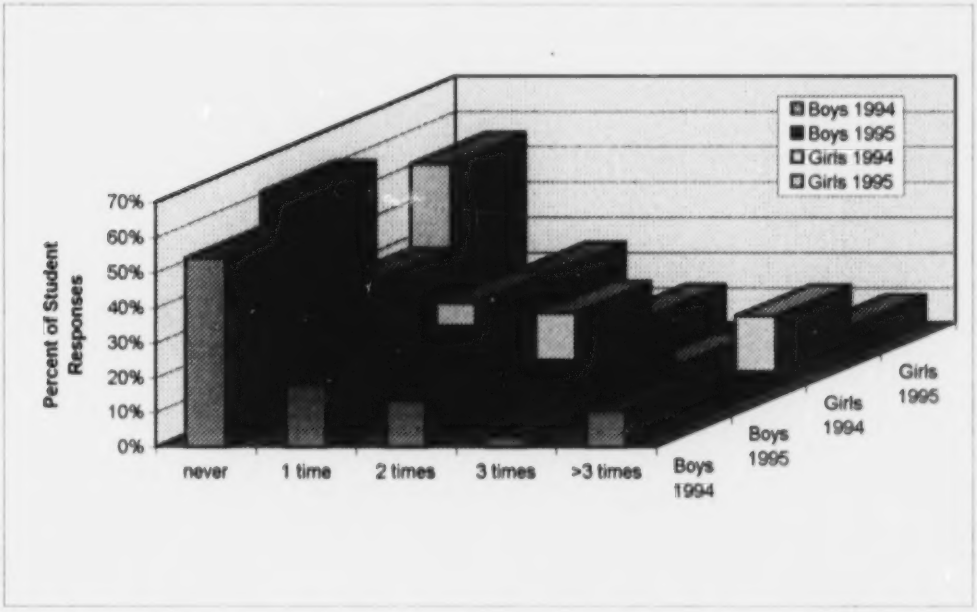

Figure 9

Frequency of Participation for Class
Post and Pre Intervention
August 1994 and January 1995

The percentage of targeted girls and boys who reported participating in physical education class every day during each three-week unit increased substantially from pre-survey to post-survey. The percentage of targeted girls who reported a perfect participation record increased over 20 percent while the percentage of targeted boys who reported a perfect participation record increased over 10 percent. Many targeted students reported an improvement in their participation in physical education class, as evidenced by the general percentage of improvement in the number of times targeted students chose not to participate in their class per three-week unit ; i.e. 1 time - percentages remained the

same, 2 times - percentages decreased, 3 times - percentages decreased, over 3 times - percentages decreased. It is important to note that all students participating in this intervention were required to participate in physical education class whether or not they were dressed in proper physical education clothing.

A comparison of survey responses on tardiness is illustrated in Figure l0.

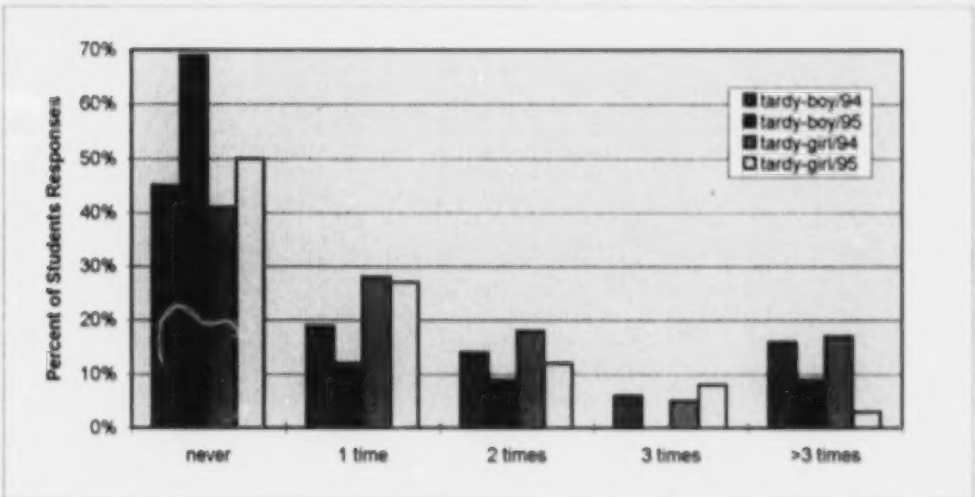

Figure 10

Comparison of Survey Responses on Tardiness
August 1994 and January 1995

The data indicate that many targeted students chose to improve their behavior in physical education class as evidenced by the percentage of improvement in the number of times a student reported being tardy to class each semester. Approximately 50 percent of all targeted girls reported never being tardy to physical education class. This was an improvement of 6 percent during the implementation of the intervention. . Approximately 70 percent of all targeted boys reported never being tardy to physical education class. This

was an improvement of almost 25 percent during the implementation of the intervention. The reported percentage of the number of times all targeted students were tardy to physical education class showed a decrease in all but one category, for both boys and girls.

Figure 11 represents a comparison of the survey responses pertaining to lost and stolen possessions of the targeted students.

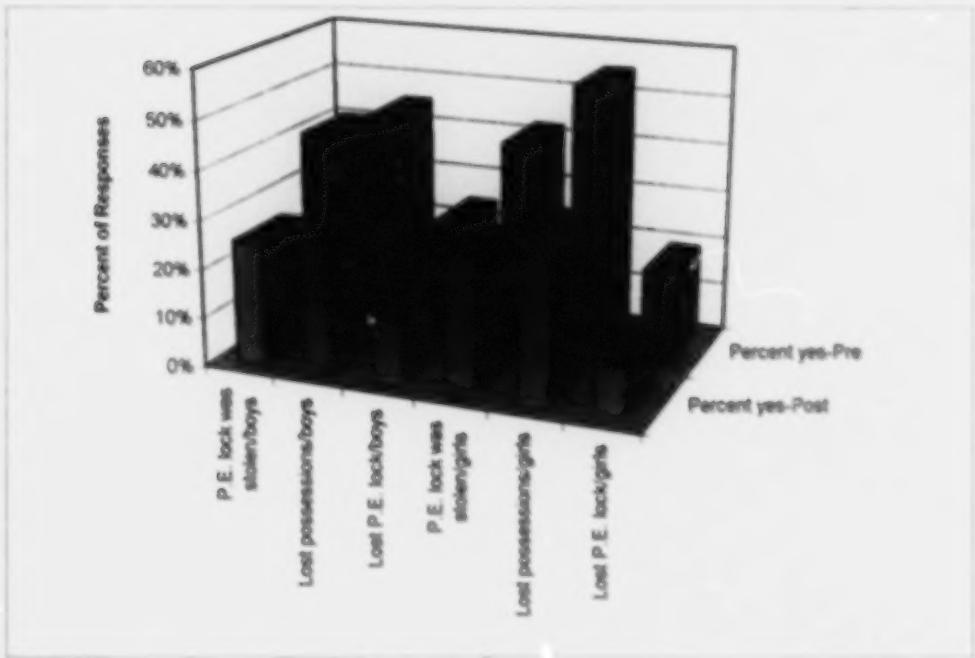

Figure 11

Comparison of Survey Responses Pertaining to Lost and Stolen Possessions
August 1994 and January 1995

Twenty-three percent of all targeted girls reported that their lock was stolen at some time during the first semester of the 1994-1995 school year. This represents a seven percent decrease in the percentage of locks that were assumed stolen from targeted girl's lockers during the implementation of the intervention. Thirty-five percent of all targeted

boys reported that their lock was stolen at some time during the first semester of the 1994-1995 school year. This represents a 17 percent decrease in the percentage of locks that were assumed stolen from boys' lockers during the implementation of the intervention. The post survey responses of targeted girls and boys indicate that clothing and locks were misplaced or lost far less frequently than before the implementation of the intervention. This data indicate that approximately one-fourth of all targeted boys have lost possessions in the locker room and one-third of all targeted girls have lost possessions in the locker room.

Comparisons of pre-survey and post-survey responses concerning reported behaviors of targeted students, in the areas of inappropriate use of language, disrespect for teachers and other students, fighting, stealing, and vandalizing, are listed in Table 7.

Table 7

Frequency of Students' Engaging In Inappropriate Behavior
Self-reported Data
August 1994 and January 1995

	language		disrespect 1		disrespect 2		fight		steal		vandalize	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Boys												
never	36%	67%	55%	79%	46%	62%	60%	82%	69%	92%	72%	83%
1 time	21%	13%	23%	11%	20%	19%	21%	9%	13%	4%	11%	7%
2 times	14%	13%	11%	4%	15%	7%	11%	6%	7%	3%	9%	6%
3 times	6%	4%	3%	1%	4%	4%	3%	3%	4%	0%	3%	3%
>3 times	22%	3%	7%	5%	15%	9%	4%	0%	7%	1%	3%	1%
Girls												
never	54%	65%	68%	76%	48%	64%	82%	90%	89%	94%	83%	83%
1 time	13%	21%	20%	15%	20%	18%	14%	5%	5%	3%	12%	10%
2 times	12%	3%	5%	5%	18%	9%	1%	0%	1%	0%	3%	4%
3 times	3%	2%	3%	4%	2%	5%	1%	5%	1%	1%	0%	1%
>3 times	19%	9%	5%	1%	12%	4%	2%	0%	4%	1%	3%	1%

The data in this Table indicate that targeted students reported a decrease in the frequency of the inappropriate behaviors which they exhibited during physical education class in those specific areas. Eighty-six percent of all targeted girls reported on the post survey that they never used inappropriate language during physical education class or used it only once during the first semester of the 1994-1995 school year. This indicates a 20 percent decrease in the use of inappropriate language by the targeted girls. Eighty percent of all targeted boys reported on the post survey that they never used inappropriate language during physical education class or used it only once during the first semester of the 1994-1995 school year. This indicates an approximate 30 percent decrease in the use of inappropriate language by the targeted boys. The data also indicate that the targeted students reported a decrease in the incidence of disrespectful behavior toward their teachers and peers. Survey responses indicate that 91 percent of all targeted girls reported that they were never disrespectful or disrespectful only once to their teacher during the first semester of the 1994-1995 school year. This shows a three percent increase in respectfulness to teachers. Ninety percent of all targeted boys reported that they were never disrespectful or disrespectful only once to their teacher during the first semester of the 1994-1995 school year. This shows a 13 percent increase in respectfulness to teachers. Survey responses indicate that 82 percent of all targeted girls reported that they were never disrespectful or disrespectful only once to their peers during the first semester of the 1994-1995 school year. This shows a 14 percent increase in respectfulness to peers. Eighty-one percent of all targeted boys reported that they were never disrespectful or disrespectful only once to their peers during the first semester of the 1994-19915 school year. This shows a 15 percent increase in respectfulness to peers. The data also indicate

that there was a decrease in the incidence of stealing and vandalism during the 1994-1995 school semester as reported by the targeted students. The indications of student self-reported data are supported by disciplinary referrals, teacher observations, and anecdotal records.

Conclusions and Recommendations

Based on the presentation and analysis of the data compiled from disciplinary referrals, teacher observations, and student surveys, the targeted students showed a marked improvement in their ability to make appropriate behavioral choices during physical education class. The use of social skill development, as presented in cooperative learning lessons, appears to have transferred to the interpersonal behaviors exhibited by the targeted students. The majority of targeted students chose to dress more frequently and consistently for physical education class. They also chose to be on time to physical education class on a regular basis. The classroom climate improved dramatically because the teachers/researchers were able to spend less time dealing with inappropriate student behaviors and more time creating exciting learning experiences for students, i.e. teaching.

Cooperative learning experiences, such as bonding activities presented in class and during base groups, appeared to effect a decrease in the incidence of other inappropriate behaviors exhibited by the targeted students. The use of inappropriate language in class decreased while the respectfulness of the targeted students to teachers and other students increased. According to the referrals received by the targeted students during the first semester of the 1994-1995 school year, not one targeted student stole or vandalized others' property. Students also appeared to show an increased awareness of the

importance of their own possessions as well as other's possessions as evidenced by the decrease in the percentage of misplaced physical education locks and clothing.

The responses of the targeted students to post survey questions suggest that there was an improvement in the student's ability to perceive their actual behavior, both appropriate and inappropriate. However, their perception of the number of times a specific behavior is exhibited and the actual number of times a behavior is exhibited, as evidenced by teacher observations and anecdotal records, show large statistical discrepancies, i.e. dressing data. Students perceived that they dressed fewer times in physical education class than actual teacher observation indicated. In general, the targeted students chose to make significant changes in their behavior that lead to a much more pleasant classroom environment. The implementation of cooperative learning activities in physical education class appears to have conveyed the ideals of honesty, respect for other's rights, property and feelings, and self-discipline to many of the targeted students.

The researchers/teachers, although pleased with many of the apparent results of the intervention, experienced frustration when implementing the action plan because of several unavoidable limitations. The gymnasium floor or bleachers were often awkward for students to use when completing cooperative lessons. The availability of a standard classroom, for utilization during cooperative learning lessons involving writing, would improve the student's opportunity for optimum learning. The length of the physical education class also seemed restrictive when using cooperative learning lessons. These lessons often took approximately 25 minutes to complete. This included a ten minute period for the processing of the lesson. Many of the targeted students appeared to demonstrate resentment during a cooperative learning lesson because they felt "cheated"

when a physical activity was replaced with a writing activity. This resentment appeared to impede some student's ability to accept the alternative teaching style. Researchers/teachers recommend that larger blocks of time be incorporated into the physical education curriculum. A strictly followed 45 minute time frame does not lead to optimum learning when utilizing cooperative learning lessons in physical education. Behavioral changes take time and are accomplished after many repetitions. After discussing this situation, the researchers/teachers recommend that a specific day be allocated for the cooperative learning lessons and announced to the students well in advance. Students seem to respond more positively to a new situation when they are notified of a change in schedule in advance. Researchers/teachers also recommend that students remain with their original teacher as much as possible during the school year. This situation appears to promote the student's ability to moderate his or her own behavioral choices. This is very important at the middle school grade level.

The researchers/teachers also recommend that social skill development rather than course content be emphasized when utilizing cooperative learning lessons in physical education class. The researchers agree that more dramatic results might be obtained by focusing on a smaller set of goals and dealing primarily with the targeted students' interpersonal skill development in the areas of morality and social growth. Researchers/teachers also recommend that the entire physical education department be made aware of the social skill being stressed during a three-week unit.

Researchers/teachers further recommend the modification of the portfolio development in physical education classes. Time constraints created frustration in completing all proposed activities for the portfolio. The portfolio should be a year-long

compilation of student reflections and achievements. Goal setting should take place on the first day of each unit in order to assess the targeted student's goal-setting success from the previous unit and to establish new goals for the current unit.

In conclusion, the interpersonal skill development of the targeted students appears to be a key factor in the establishment of a safe and caring classroom environment. In such a positive climate students can be taught, using cooperative learning lessons and goal-setting, to recognize and chose appropriate behavior in physical education class. The ability to transfer these skills to life is far more assured through the use of these interventions than by just hoping that middle school students will become caring and responsible adults.

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APPENDICES

Appendix A

STUDENT SURVEY

DIRECTIONS: Please answer the following questions by thinking about your behavior last year. Put an X on the line next to your choice.

1. How often did you choose NOT to dress in your designated P.E. uniform (shorts, shirt, tennis shoes)(each unit)
   _____ I dressed every day
   _____1 time
   _____2 times
   _____3 times
   _____more than 3 times
2. I decided not to dress for P.E. class because--(check any that apply to you)
   _____I forgot my clothes at home
   _____my clothes were not in my locker
   _____I didn't feel well
   _____I did not like the daily activity
   _____I did not like to change in front of my peers
   _____I felt intimidated by my fellow students
   _____other Explain_____
3. How often did you chose NOT to participate in P.E. each unit? (3 weeks)
   _____I always participated
   _____1 class
   _____2 classes
   _____3 classes
   _____more than 3 classes
4. I decided not to participate for P.E. class because---(check any that apply)
   _____I did not like the activity
   _____I did not want to embarrass myself
   _____the activity was co-ed
   _____my friends did not participate
   _____other Explain_____
5. How often were you tardy to P.E. class each quarter?
   _____I was never tardy
   _____1 time
   _____2 times
   _____3 times
   _____more than 3 times
6. I used foul language during P.E class
   _____never
   _____once a week
   _____2-3 times a week
   _____4 times a week
   _____5 or more times a week
7. My behavior toward my P.E. teacher was disrespectful. (verbally or otherwise)
   _____never
   _____1 time
   _____2 times
   _____3 times
   _____more than 3 times per 3 week unit

8. My behavior toward my peers was disrespectful. (verbal or otherwise)
_____never
_____1 time
_____2 times
_____3 times
_____more than 3 times per 3 week unit
9. I had a physical confrontation (fight) in P.E. class or the locker room.
_____never
_____1 time
_____2 times
_____3 times
_____more than 3 times
10. How often were you truant from P.E. class last year?
_____never
_____1 time
_____2 times
_____3 times
_____more than 3 times
11. I took someone else's possessions during P.E.
_____never
_____1 time
_____2 times
_____3 times
_____more than 3 times
12. My P.E. lock was stolen from my locker.
_____Yes _____times
_____No
13. I lost some of my possessions in the locker room.
_____Yes _____times
_____No
14. I lost my P.E. lock.
_____Yes _____times
_____No
15. I vandalized school property (P.E. equipment, lockers, bulletin boards, gym bleachers, team or individual results on posters, etc.).
_____never
_____1 time
_____2 times
_____3 times
_____more than 3 time
16. What grade do your parents expect you to receive in P.E.?
_____A
_____B
_____C
_____D
_____E
_____My parents don't care
17. What grade do you expect to receive in P.E.?
_____A
_____B
_____C
_____D
_____E
_____I don't care

Appendix B

Objectives: to break the ice
to practice communication skills
to develop interpersonal skills

FIND SOMEONE WHO:

Has a cat for a pet	Has a birthday the same month as you	Has a dog for a pet	Has lived in Rockford all their life
Likes to read	Is on a sports team	Has a brother and sister	Like the same kind of music
Has green eyes	Has had a broken bone	Went fishing this summer	Wanted to come back to school
Likes broccoli	Found a lucky penny	Plays a musical instrument	Knows where their gym uniform is
Has pierced ears	Found a 4-leaf clover	Can do a standing back flip	Knows who the President of USA is
Wears contacts	Went to a baseball game	Brushed teeth this morning	Wants to make the Presidential Fitness Award this year

Appendix C

PICTURE FRAME

UNIT: Cooperative base groups

GRADE LEVEL: Eighth grade physical education

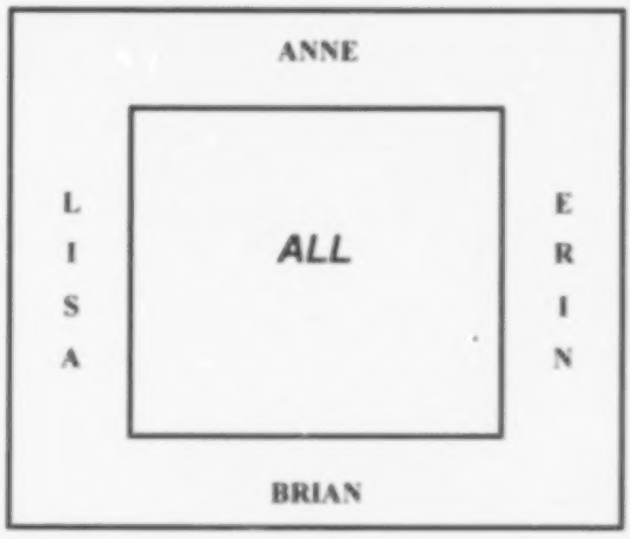
LESSON OBJECTIVE: To complete picture frame by learning personal facts about each member of a base group

SOCIAL SKILL: Six inch voices

MATERIALS NEEDED: Newsprint, markers, illustration of a basic picture frame on chalk board

ASSIGNMENT:

1. Students will be requested to get into their previously assigned base groups.
2. Each group will need four different colored markers.
3. Materials managers will get equipment.
4. Each group will add lines to newsprint to make a picture frame as modeled on chalkboard.
5. Each member of base group will choose a side of the frame to use as their own.
6. Group will brainstorm about themselves. All members finding personal facts which are the same will list them in the middle of the picture frame, i.e. everyone likes pizza, everyone likes to read, etc.
7. If a personal fact applies only to one person, that person will list it in her/his side of the frame, i.e. has ten brothers, likes liver, etc.



Appendix D

COOPERATIVE LESSON PLAN

UNIT: Soccer

GRADE LEVEL: Eighth grade physical education

LESSON OBJECTIVE: To understand how offensive and defensive soccer players position themselves on the soccer field in a specific situation.

SOCIAL SKILL: Compromise/model by T-chart

MATERIALS NEEDED: 8X10 piece of paper, markers, newsprint, colored circles

ASSIGNMENT:

1. Students are organized into informal cooperative groups using birthdays. Each group will locate to their own work space.
2. After students are relocated instructions are given to all groups.
    a. Roles are assigned -recorder, encourager, clarifier, materials handler.
    b. Assignment objective is explained.
3. Material handler will get markers and newsprint for group.
4. Students will replicate a soccer field on the 8X10 piece of blank paper once the group is satisfied that the field is correct.
5. Teacher will walk to each group and place a colored dot on the soccer field.
6. Students must place all defensive and offensive players on the field in the appropriate positions around the colored dot which is the ball.

PROCESSING: Mrs. Potters Questions

1. What were you expected to do?
2. In this assignment, what did you do well?
3. If you had to do this task over, what would you do differently?
4. What help do you need from me?

COOPERATIVE LESSON PLAN

UNIT: Flag football

GRADE LEVEL: Eighth grade physical education

LESSON OBJECTIVE: To transfer basic knowledge of offensive flag football player positions to create new offensive strategies

SOCIAL SKILL: Active listening/modeled by T-chart

MATERIALS NEEDED: 3X5 note cards, pencils

ASSIGNMENT:

1. Students are organized into informal cooperative groups by drawing colored cards . Each group will locate to their own work space.
2. After students are relocated instructions are given to all groups.
    a. Roles are assigne recorder, encourager, clarifier, materials handle.
    b. Assignment objective is explained.
3. Materials handler will come collect necessary materials for group.
4. Students must brainstorm to diagram three different offensive flag football plays on a note card. These plays will be used in a future game.
5. Students should be reminded to recall previously learned information about player position.

PROCESSING: Mrs. Potters Questions

1. What were you expected to do?
2. In this assignment, what did you do well?
3. If you had to do this task over, what would you do differently?
4. What help do you need from me?

COOPERATIVE LESSON PLAN

UNIT: Basketball

GRADE LEVEL: Eighth grade physical education

LESSON OBJECTIVE: To determine the size of a basketball court, a basketball, and the height of the basketball net for a giant.

SOCIAL SKILL: Doing your part/model by T-chart

MATERIALS NEEDED: A drawing of a giant's hand, rulers, question sheets, a basketball, the dimensions of the court, a tape measure

ASSIGNMENT:

1. Students are organized into informal cooperative groups using height. Each group will locate to their own work space.
2. After students are relocated instructions are given to all groups.
    a. Roles are assigned- recorder, encourager, clarifier, materials handler.
    b. Assignment objective is explained.
3. Compare your hands as a group.
4. Compare your hands with the giants hand.
5. Come up with a ratio and proportion of your hand and the giants.
6. Using this ratio determine the height of the giant.
7. Determine the size of the court.
8. Determine the height of the net.
9. Determine the size of the ball.

PROCESSING: Mrs. Potters Questions

1. What were you expected to do?
2. In this assignment, what did you do well?
3. If you had to do this task over, what would you do differently?
4. What help do you need from me?

COOPERATIVE LESSON PLAN

UNIT: Gymnastics

GRADE LEVEL: Eighth grade physical education

LESSON OBJECTIVE: To develop a balance beam routine that all students in the co-operative group can perform.

SOCIAL SKILL: Empathy/as modeled by T chart

MATERIALS NEEDED: Balance beam

ASSIGNMENT:

1. Students are organized into informal cooperative groups using shoecolor. Each group will locate to their own work space.
2. After students are relocated instructions are given to all groups.
    a. Roles are assigned- Recorder, encourager, clarifier, materials handler.
    b. Assignment ofjective is explained.
3. Cooperative group will brainstorm skills that could be performed on balance beam.
4. Each student will contribute two or three skills to the routing.
5. Once routine is finalized all students must perform the routine.

PROCESSING: Mrs. Potters Questions

1. What were you expected to do?
2. In this assignment, what did you do well?
3. If you had to do this task over, what would you do differently?
4. What help do you need from me?.

COOPERATIVE LESSON PLAN

UNIT: Swimming

GRADE LEVEL: Eighth grade physical education

LESSON OBJECTIVE: To rank swimming skills in the order of their importance to the student

SOCIAL SKILL: Encouragement/modeled by T chart

MATERIALS NEEDED: Ranking Ladder, list of swimming skills to be ranked, pencils

ASSIGNMENT:

1. Students are organized into informal cooperative groups using haircolor. Each group will locate to their own work space.
2. After students are relocated instructions are given to all groups.
    a. Roles are assigned- recorder, encourager, clarifier, materials handler.
    b. Assignment objective is explained.
3. Students are to use a round robin and discuss the list of swimming skills.
4. After identifying what the skill is, students are to rank the skills on the ladder in order of importance in learning to swim.

PROCESSING: Mrs. Potters Questions

1. What were you ask to do?
2. In this assignment, what did you do well?
3. If you had to do this task over, what would you do differently?
4. What help do you need from me?

COOPERATIVE LESSON PLAN

UNIT: Archery

GRADE LEVEL: Eighth grade physical education

LESSON OBJECTIVE: To create a target face which exhibits point values and colors which correlate to standard target face, but which shows creativity

SOCIAL SKILL: Respect for others/ modeled by T chart

MATERIALS NEEDED: Newsprint, pencils, erasers, markers

ASSIGNMENT:

1. Students are organized into informal cooperative groups using number or sibblings. Each group will locate to their own work space.
2. After students are relocated instructions are given to all groups.
    a. Roles are assigned- recorder, encourager, clarifier, materials handler.
    b. Assignment objective is explained.
3. Materials handler will get necessary materials for the group.
4. Students will brainstorm to decide on ideas for a creative target face.
5. Each student will contribute his artistic part to the new face.
6. Once target face is completed group will explain the face to the class.
7. Students will shoot at the faces.

PROCESSING: Mrs. Potters Questions

1. What were you ask to do?
2. In this assignment, what did you do well?
3. If you had to do this task over, what would you do differently?
4. What help do you need from me?

Appendix E

NAME----------

REFLECTIONS

1. **When you are in P.E. class, how do you feel? Why?**

2. **What things did you like about P.E. class?**

3. **What things did you dislike about P.E. class? Why?**

4. **What would you change about your P.E. class?**

5. Are there any other activities which you would like included in the P.E. curriculum?

6. What do you think about the lessons we did in P.E. using cooperative learning? (the giant hand or archery faces, etc.)

7. What did you learn about yourself in physical education class?

8. What did you learn about other students in physical education class?

Appendix F

Number of Eighth Grade Students Who Failed to Dress for Activity
First Semester Post Intervention
September 1994-January 1995

	Always dressed		1 Time		2 times		3 times		4 times		more than 4	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Unit 1	111	113	13	13	5	6	3	1	2	2	1	0
Unit 2	119	118	12	10	1	6	2	1	1	0	0	0
Unit 3	107	116	20	15	5	4	3	0	0	0	0	0
Unit 4	57	108	4	13	5	7	0	3	0	1	1	3
Unit 5	100	103	19	18	12	11	2	2	1	0	1	1

Appendix G

Responses to Student Survey Pre and Post Intervention
September 1994 and January 1995

STUDENT SURVEY

DIRECTIONS: Please answer the following questions by thinking about your behavior last year. Put an X on the line next to your choice.

1. How often did you choose NOT to dress in your designated P.E. uniform (shorts, shirt, tennis shoes)(each unit)

Boys		Girls		
Pre	Post	Pre	Post	
56	58	26	47	_____I dressed every day
14	16	14	18	_____1 time
15	9	19	15	_____2 times
12	7	15	5	_____3 times
31	12	36	13	_____more than 3 times
n= 128	102	110	98	

2. I decided not to dress for P.E. class because--(check any that apply to you)

Boys		Girls		
Pre	Post	Pre	Post	
50	39	40	38	_____I forgot my clothes at home
17	7	9	6	_____my clothes were not in my locker
41	29	38	21	_____I didn't feel well
17	12	25	5	_____I did not like the daily activity
3	1	5	2	_____I did not like to change in front of my peers
0	1	4	0	_____I felt intimidated by my fellow students
14	0	18	2	_____other Explain_____
n= 142	89	129	74	

3. How often did you chose NOT to participate in P.E. each unit? (3 weeks)

Boys		Girls		
Pre	Post	Pre	Post	
71	64	32	50	_____I always participated
24	17	25	21	_____1 class
18	7	22	10	_____2 classes
4	8	6	5	_____3 classes
14	4	21	7	_____more than 3 classe
n= 131	100	106	93	

4. I decided not to participate for P.E. class because---(check any that apply)

Boys		Girls		
Pre	Post	Pre	Post	
53	42	44	26	_____I did not like the activity
14	2	14	4	_____I did not want to embarrass myself
7	1	11	4	_____the activity was co-ed
15	5	16	11	_____my friends did not participate
25	0	25	0	_____other Explain_____
n= 114	50	110	45	

5. How often were you tardy to P.E. class each quarter?

Boys		Girls		
Pre	Post	Pre	Post	
59	74	46	49	_____I was never tardy
25	13	32	26	_____1 time
19	10	20	12	_____2 times
9	0	6	8	_____3 times
21	10	19	3	_____more than 3 times
n= 132	107	113	104	

6. I used foul language during P.E class

Boys		Girls		
Pre	Post	Pre	Post	
45	46	56	63	_____never
26	9	14	20	_____once a week
19	9	12	3	_____2-3 times a week
8	3	3	2	_____4 times a week
29	2	19	9	_____5 or more times a week
n= 125	69	104	97	

7. My behavior toward my P.E. teacher was disrespectful. (verbally or otherwise)

Boys		Girls		
Pre	Post	Pre	Post	
69	74	73	76	_____never
29	10	22	15	_____1 time
14	4	5	5	_____2 times
4	1	3	4	_____3 times
9	5	5	1	_____more than 3 times per 3 week unit
n= 125	94	108	101	

8. My behavior toward my peers was disrespectful. (verbal or otherwise)

Boys		Girls		
Pre	Post	Pre	Post	
60	65	53	62	_____never
26	20	22	17	_____1 time
20	7	21	9	_____2 times
5	4	2	5	_____3 times
19	9	13	4	_____more than 3 times per 3 week unit
n= 130	105	111	97	

9. I had a physical confrontation (fight) in P.E. class or the locker room.

Boys		Girls		
Pre	Post	Pre	Post	
73	84	84	92	_____never
26	9	14	5	_____1 time
13	6	1	0	_____2 times
4	3	1	5	_____3 times
5	0	2	0	_____more than 3 times
n= 121	102	102	102	

10. How often were you truant from P.E. class last year?

Boys		Girls		
Pre	Post	Pre	Post	
73	91	79	79	_____never
26	8	9	8	_____1 time
13	3	4	5	_____3 times
5	2	14	4	_____more than 3 times
n= 124	104	109	98	

11. I took someone else's possessions during P.E.

Boys		Girls		
Pre	*Post*	*Pre*	*Post*	
84	*88*	*100*	*94*	_____never
16	*4*	*6*	*3*	_____1 time
9	*3*	*1*	*0*	_____2 times
5	*0*	*1*	*1*	_____3 times
9	*1*	*4*	*1*	_____more than 3 times
n= *123*	*96*	*112*	*99*	

12. My P.E. lock was stolen from my locker.

Boys		Girls		
Pre	*Post*	*Pre*	*Post*	
48	*28*	*49*	*29*	_____Yes
73	*85*	*67*	*54*	_____No
n= *121*	*113*	*116*	*103*	

13. I lost some of my possessions in the locker room.

Boys		Girls		
Pre	*Post*	*Pre*	*Post*	
51	*27*	*57*	*32*	_____Yes
63	*73*	*47*	*64*	_____No
n= *94*	*100*	*104*	*96*	

14. I lost my P.E. lock.

Boys		Girls		
Pre	*Post*	*Pre*	*Post*	
28	*14*	*17*	*10*	_____Yes
88	*93*	*71*	*86*	_____No
n= *116*	*107*	*88*	*96*	

15. I vandalized school property (P.E. equipment, lockers, bulletin boards, gym bleachers, team or individual results on posters, etc.).

Boys		Girls		
Pre	*Post*	*Pre*	*Post*	
84	*71*	*92*	*83*	_____never
13	*6*	*13*	*10*	_____1 time
11	*5*	*3*	*4*	_____2 times
4	*3*	*0*	*1*	_____3 times
4	*1*	*3*	*1*	_____more than 3 time
n= *116*	*86*	*111*	*99*	

16. What grade do your parents expect you to receive in P.E.?

Boys		Girls		
Pre	*Post*	*Pre*	*Post*	
69	*78*	*53*	*57*	_____A
35	*14*	*35*	*26*	_____B
6	*3*	*16*	*13*	_____C
4	*3*	*0*	*2*	_____D
1	*3*	*2*	*1*	_____E
8	*1*	*7*	*2*	_____My parents don't care
n= *123*	*102*	*113*	*101*	

17. What grade do you expect to receive in P.E.?

	Boys		*Girls*		
	Pre	*Post*	*Pre*	*Post*	
	70	*68*	*52*	*40*	_____A
	29	*21*	*30*	*33*	_____B
	8	*3*	*17*	*15*	_____C
	2	*3*	*2*	*3*	_____D
	1	*1*	*0*	*0*	_____E
	11	*5*	*10*	*4*	_____I don't care
n=	*121*	*101*	*111*	*95*	